



Tool Kit

2006 – 2007

Handouts

Explanation of Accountability Terms

A Matter of Facts about the School and District Report Cards **(English)**

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Frequently Asked Questions

AYP (Adequate Yearly Progress)

HSAP (High School Assessment Program)

PACT (Palmetto Achievement Challenge Test)

The Increase in Rigor

PowerPoint / PDF Presentations

#1: Understanding The Annual South Carolina School Report Card **(PowerPoint)**

#1: Understanding The Annual South Carolina School Report Card **(PDF)**

#2: South Carolina's Accountability System **(PowerPoint)**

#2: South Carolina's Accountability System **(PDF)**

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explanation of accountability terms

A list of common terms and acronyms associated with South Carolina's accountability system and the federal NCLB legislation.

Absolute Rating: the Absolute Rating is a value of the school's level of performance on measures of research-based factors associated with student success during the school year on which the report card is based.

Achievement Gap: Differences in academic performance among groups of students which are identified by ethnicity and income level. The annual achievement gap report produced by the EOC studies the difference in achievement between the target group (the historically lower-scoring demographic group) and the statewide comparison group (the historically higher-scoring group) at various PACT performance levels (Advanced, Proficient, Basic, and Below Basic.)

Adequate Yearly Progress (AYP): Adequate Yearly Progress is the minimum level of performance that school districts and schools must achieve each year as determined under the federal No Child Left Behind (NCLB) Act.

Assessment: A method to measure a trait or characteristic. A test is one kind of assessment schools use.

Average Daily Membership (ADM): The number of days a student is in membership (part of the student body) at a school divided by the number of days in a school year.

Career and Technology Centers: One of 42 separate facilities, a typical career/technology center is defined as providing high school students credentials and preparation to be successful in the workplace and post-secondary education through career majors and clusters of industry certified programs.

Charter school: a public, nonreligious, non-home-based, nonprofit corporation forming a school that operates within a public school district or the South Carolina Public Charter School District, but is accountable to the school board of trustees of that district which grants its charter.

Cohort: a group of individuals having a statistical factor (as age or class membership) in common in a demographic study, such as a cohort of students.

Districts with Students Like Ours: Districts with a similar percentage of students eligible for Medicaid services and/or participating in free/reduced lunch programs.

Disaggregated Data: "Disaggregate" means to separate a whole into its parts. In education, this term means that test results are sorted by groups of students who are economically disadvantaged, from racial and ethnic groups, have disabilities, have limited English proficiency or gender, or many other ways (e.g. program participation).

Education Accountability Act (EAA): Legislation passed in 1998, the EAA sets standards for improving the state's K-12 educational system.

Education and Economic Development Act (EEDA): State legislation which sets up a system called Personal Pathways to Success, giving students the guidance and career experiences or exposure. The EEDA establishes "career clusters" are courses of study organized around different sets of occupations.

Education Oversight Committee (EOC): a non-partisan, legislative agency, composed of legislators, educators, and business people, which provides regular, routine and ongoing review of the state's education improvement process, assesses how our schools are doing and evaluates the standards our schools must meet to build the education system needed to compete in the next century.

End-of-course tests: Assessments given to high school students in Algebra I, English I, Biology I, and Physical Science.

Graduation Rate: The percentage of original ninth-grade students who earn standard high school diplomas who graduate in four years or less.

"Highly Qualified" teacher: NCLB sets specific criteria for determining whether a teacher meets the federal definition of "highly qualified." In addition to certification, federal definitions will require a college major, master's degree, or passage of an assessment in each content area a teacher teaches.

High School Assessment Program (HSAP): the South Carolina High School Assessment Program (HSAP) is the state's high school exit exam and consists of English/language arts (ELA) and mathematics tests. Passage is required for graduation.

Improvement Rating: a measure of a school's progress toward attaining and/or maintaining higher levels of performance.

Limited English Proficient (LEP): students for whom English is a second language.

Longitudinal student data: repeated observation of individual student performance, comparing their tests scores over time.

Magnet school: Schools with specialized curricula designed to attract students throughout a school district or geographic area by instructing within an area of aptitude, talent, and interest.

No Child Left Behind (NCLB): NCLB is the most recent authorization of the federal Elementary and Secondary Education Act.

Palmetto Achievement Challenge Test (PACT): PACT is South Carolina's standards-based, criterion-referenced test administered to students in grades 3 through 8. PACT measures students' mastery of grade-level curriculum standards in English/language arts, mathematics, science, and social studies.

Parental Involvement: Parental involvement is the participation of parents in regular, two-way, meaningful communication involving students' academic learning and other school activities.

Performance Ratings: Five terms are used in the ratings to describe the level of a school's performance:

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

Prime Instructional Time: The percentage of instructional time available when both teachers and students are present.

Safe Harbor: "Safe Harbor" is a provision in No Child Left Behind intended for schools and districts that are making progress in student achievement but are not yet meeting target goals for Adequate Yearly Progress (AYP).

School Improvement Plan: The written school improvement plan for each school includes strategies for improving student performance in the targeted goal areas, taking into account the performance on multiple assessments; how and when improvements will be implemented; use of federal and state funds; requests for waivers, etc. Each school improvement plan must be approved by the local board and may be in effect for no more than three years. The plans may be amended as often as necessary or appropriate.

Schools with Students Like Ours: Schools with a similar percentage of students eligible for Medicaid services and/or participating in free/reduced lunch programs.

South Carolina's Performance Goal - 2010 Goal: The 2010 Goal is used to establish expectations. The goal states, "South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country."

Student retention: the percentage of students required to repeat grade levels because of poor grades, low test scores, and/or teacher judgment in the last completed school year.

Student subgroups: Schools will receive their disaggregated AYP status for subgroups of students based on the following categories: racial/ethnicity, students with disabilities, Limited English Proficiency (LEP), and economically disadvantaged.

Supplemental Services: Students from low-income families who are attending Title I schools that have been identified as needing improvement for two years will be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of state approved providers. The school district will purchase the services.

Title I: Title I refers to a federal funding program aimed at students who are behind academically or at risk of falling behind. Title I Part A funding provides assistance to improve the teaching and learning of children in areas with high economic needs; it is based on the number of low-income children in a school, generally those eligible for the free lunch program. Title I is intended to supplement, not replace, state and district funds.

a matter of facts about the state of south carolina annual school and district report cards

South Carolina's Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

education accountability act (EAA): five components

- **Academic Standards** – the required knowledge and skills for students in English/language arts, mathematics, science, and social studies.
- **Assessments** – Palmetto Achievement Challenge Tests (PACT) in grades 3-8, 10th grade exit exam, and end-of-course tests for selected high school courses.
- **Professional Development/Technical Assistance** – teacher training and assistance to low-performing schools.
- **Public Reporting** – the school and district report cards, data to use in decision-making, and program evaluation.
- **Rewards and Intervention** – recognition for schools performing at high levels or with high rates of improvement and intervention for schools that do not improve.

the school and district report cards

- Issued to all public schools and school districts by November 1 of each year.
- Distributed to parents by November 15.
- Results advertised in newspaper within 45 days of release.
- Printed in black and white.

purposes of the report card

- Inform parents and the public about the school's or school district's performance.
- Assist in addressing the strengths and weaknesses within a particular school.
- Recognize schools with high performance and improvement.
- Evaluate and focus resources on schools with low performance.

report card rating terms

- Excellent
- Good
- Average
- Below Average
- Unsatisfactory

application of ratings

- **Absolute Rating** – the academic achievement of students in the school year upon which the report card is based measured against the target level of performance.
- **Improvement Rating** – the progress of individually-matched student achievement scores from one year to the next.

- **Ratings System Increases in Rigor over Time** – The score, or index ranges, that determines a school's Absolute performance level ratings increases one-tenth of a point each year through 2010.
- **Adequate Yearly Progress** – As required by the United States Department of Education through passage of the No Child Left Behind (NCLB) legislation, adequate yearly progress (AYP) specifies that the statewide target is met for all students and for each student subgroup: racial/ethnic, economic, disability, limited English proficiency, and migrant status. (Visit the State Department of Education website, www.myschools.com, for more information on AYP.)

report card contents

- **General information** – the name, location, enrollment, and leadership structure of a school or district, the state's 2010 education goal, and Web site resources are provided.
- **School/District Ratings** – the Absolute and Improvement Ratings, the performance trends over the past four years and a comparison to Schools/Districts With Students Like Ours are provided. Notice of the school's or district's status of Adequate Yearly Progress (AYP) also is provided.
- **Standardized Test Results** – details of the school's or district's student achievement data by content area and by grade level are provided in both pie charts and tabular form. Student results are disaggregated by student gender, ethnicity, disability status, socioeconomic status, migrant status, and English proficiency status.
- **School/District Profile** – information about the school or district is provided in three categories: students, staff and school programs and compared to Schools/Districts With Students Like Ours and the State Median.
- **School/District Narrative and Survey Results** – a narrative about the school's or district's accomplishments and its plans to address any barriers to increasing student achievement is provided by the school principal and School Improvement Council or superintendent. Results of surveys of teachers, students and parents evaluating the school/district learning environment, social and physical environment and home-school relations also are provided.

criteria used to calculate school ratings

- **K-2 Only Schools** – Through 2005-2006, the criteria includes student attendance, pupil-teacher ratios, parent involvement, external accreditation that is early childhood specific and professional development time devoted exclusively to early childhood. Beginning in 2006-2007, prime instructional time, the percentage of teachers with advanced degrees, and the percentage of teachers returning from previous years will be added to the calculation of ratings. Student attendance will no

longer be factored into the calculation of the ratings.

- **Elementary and Middle Schools with Grades 3-8 –** Percentage of students achieving at different levels on the Palmetto Achievement Challenge Test (PACT).
- **High Schools with Grades 9-12 –** Through 2005-2006, individual student performance on the high school exit exam, percentage of tenth graders (first attempt) passing the high school exit exam, percentage of seniors eligible for LIFE scholarships, and 4-year high school graduation rate. Beginning in 2006-2007, End-of-Course test results will replace LIFE scholarship eligibility in the calculation of the ratings.
- **Career and Technology Centers –** Percentage of students who earn a 2.0 or above on the final course grade, the 4-year high school graduation rate, and the percentage of graduates who enroll in either post-secondary instruction, military services, or employment.
- **School Districts –** Weighted summary of the criteria for elementary, middle and high schools within the school district.

frequently asked questions and answers

Q. *What is the difference between school/district ratings and Adequate Yearly Progress?*

- A.** School/district ratings were established in 1998 by the Education Accountability Act (EAA) to communicate a school's overall level of student performance and the progress of individual students over time. Adequate Yearly Progress (AP) was added in 2001 as required by the No Child Left Behind (NCLB) legislation to communicate if a school/district met or did not meet the annual targets for student performance and testing participation rates. The NCLB goal is that all students reach "Proficient" in reading/language arts and mathematics by the end of the 2013-2014 school year. Schools/districts projected to be rated Excellent or Good Absolute based upon state criteria that do not meet AYP for the category, "all students", have their rating lowered one level from Excellent to Good or from Good to Average.

Q. *Is student performance in social studies and science included in the calculation of the ratings?*

- A.** Social studies and science have been tested on the PACT for four years. The results were first included in the calculations of the ratings in 2005. The results are being phased in over a three-year period and the weighting will increase each year (5 percentage points per year) until the target weightings are published in school year 2006-2007. Student performance in social studies and science is currently lower than performance in English Language Arts and math.

Q. *Why is the rigor of the ratings increasing? Is it reasonable and fair?*

- A.** Beginning with the 2004 report card, the rigor of the Absolute performance ratings increased by one-tenth of a point. Each year, the rigor will increase an additional one-tenth of a point on a five point scale. The system is designed to encourage and reward continuous improvement in South Carolina's public schools. The ratings system and the increased expectations place value on

every child and use the results of the system to leverage change in policies, programs, and practices.

Q. *What happens if my child's school gets a low rating?*

- A.** Schools with a Below Average or Unsatisfactory Absolute rating are eligible to receive technical assistance and resources provided through the State Department of Education. Technical assistance may include teacher specialists, professional development, principal specialists, grants for homework centers, extended year programs, and alternative technical assistance. Parents of children in Title 1 schools that do not meet AYP for two and three consecutive years are provided options including transfers to other schools or to receive supplemental services for their children (such as student tutoring.)

Q. *How should parents respond if their child's school receives a low rating?*

- A.** Parents should observe how their child's school and community respond to areas of concern and how their child is achieving. Parents are integral to the school improvement process. Parents can encourage the school to address concerns, encourage student learning, and make student attendance a priority.

Q. *Are ratings considered the same thing as labels? Won't they do more harm than good?*

- A.** Unlike labels, ratings aren't perceived as being permanent. Ratings are simplified statements to help the public better understand the overall level of academic performance of a school or district and can be powerful motivators for change. Positive ratings bring recognition and pride. Lower ratings bring support and technical assistance. South Carolina focuses on continuous improvement.

Q. *Why are test scores used to rate schools?*

- A.** Test scores are a uniformly collected result of schooling. Test scores are used in decisions schools make about students' promotion, selection into special programs, admission to post-secondary education and eligibility for scholarships. Emphasis on test scores reflects the primary mission of schools to provide academic competencies.

Q. *Is there a process for schools/districts to appeal their ratings and/or other report card information?*

- A.** Yes, each school and district is given an opportunity to appeal to the State Department of Education (SDE). If differences exist between the SDE data and the school or district data, the differences are reconciled, and if necessary, the ratings are recalculated. In general, other report card data elements are collected from several sources, each of which has its own provisions for assuring that the data are accurate. A large amount of data is collected in early summer. Data provided by the deadline date are printed and returned to the school/district for review and correction, in accordance with SDE policies and procedures.

información sobre los informes escolares anuales de south carolina y los informes de calificaciones del distrito

Objetivo de Rendimiento de South Carolina:

Para el 2010, el rendimiento de los alumnos de South Carolina estará en la mitad superior de los estados del país. Para conseguir este objetivo, debemos estar entre los cinco sistemas de mejora más rápidos del país.

ley de responsabilidad de educación (EAA, education accountability act): cinco componentes

- **Estándares de Académico** – el conocimiento y las habilidades que se exigen a los alumnos en Lengua y Literatura, matemáticas, ciencias y estudios sociales.
- **Evaluaciones** – Pruebas Palmetto de Consecución de Logros (Palmetto Achievement Challenge Tests, PACT) en los cursos 3 al 8, examen de salida de 10º curso, y pruebas de fin de curso para los cursos seleccionados de instituto.
- **Desarrollo Profesional/ Ayuda Técnica** – preparación del profesorado y ayuda a las escuelas con bajo rendimiento.
- **Información Pública** – los informes de calificaciones de la escuela y del distrito, los datos que se utilizan para tomar las decisiones, y la evaluación de los programas.
- **Recompensas e Intervención** – reconocimiento para las escuelas que tengan Buenos niveles de rendimiento, o para aquellas con índices elevados de mejora, mejora intervención para aquellas escuelas que no mejoran.

los informes de calificaciones de la escuela o del distrito

- Facilitado a todas las escuelas públicas y a los distritos todos los 1 de noviembre.
- Distribuidos a los padres cada 15 de noviembre.
- Resultados anunciados en la prensa a los 45 días de su emisión.
- Impresos en blanco y negro.

propósitos de los informes de calificaciones

- Informar al público y a los padres sobre el rendimiento de la escuela o del distrito escolar.
- Ayudar a localizar los puntos fuertes y débiles en una escuela en particular.
- Dar reconocimiento a las escuelas con un buen rendimiento y buena mejora.
- Evaluar y centralizar los recursos en las escuelas que tienen un bajo rendimiento.

términos de los resultados de los informes de calificaciones

- Excelente
- Bueno
- Medio
- Por debajo de la media
- Insuficiente

aplicación de los índices

- **Índice Absoluto** – el rendimiento académico de los alumnos en el año escolar en el que se basan los informes se mide frente al nivel de objetivos de rendimiento.

- **Índice de Mejora** – el progreso de las calificaciones de rendimiento de los alumnos evaluados de forma individual de un año a otro.
- **El Sistema de índices aumenta su Rigor con el Tiempo** – Las calificaciones, o los índices que determinan el nivel de Desarrollo Absoluto de una escuela aumentan una décima de punto cada año hasta el año 2010.
- **Progreso Anual Adecuado (Adequate Yearly Progress)** – Como exige el Departamento de Educación de los Estados Unidos en el pasaje de la legislación de Que Ningún Niño Se quede Atrás (No Child Left Behind), el progreso anual adecuado especifica que todos los alumnos y todos los subgrupos de alumnos: raciales/étnicos, económicos, discapacitados, con un inglés limitado, y los de estatus migratorio, deben alcanzar los objetivos estatales. (Vaya a la página web del Departamento de Educación, www.myschools.com, para más información sobre el AYP.

contenidos de los informes de calificaciones

- **Información general** – nombre, ubicación, matriculación, y estructura de directivos de una escuela o distrito, se facilitan la declaración de objetivos educativos de 2010 y los recursos de la página web.
- **Índices de la escuela o del distrito** – se facilitan los índices Absoluto y de Mejora, las tendencias de desarrollo en los últimos 4 años, y una comparación con Escuelas o Distritos Como las Nuestras. También se facilita una notificación del estatus de AYP de la escuela o del distrito.
- **Resultados de las Pruebas de Estándares** – se facilitan detalles de los datos del rendimiento académico de los alumnos por áreas de contenidos y por cursos, en tablas y en gráficos. Los resultados de los alumnos se clasifican por género, raza, estatus de discapacidad, estatus socioeconómico, estatus migratorio y estatus de conocimiento de inglés de los alumnos.
- **Perfil de la escuela o del distrito** – se facilita información sobre la escuela o el distrito en tres categorías: alumnos, personal y programas escolares, y se compara con los datos de Escuelas o Distritos Como las Nuestras y con la media del Estado.
- **Redacción y encuesta de los resultados de la escuela o del distrito** – el director de la escuela y el Consejo de Mejora Escolar o el Superintendente facilitan a la escuela una redacción de los logros conseguidos por la escuela o por el distrito, y de los planes para localizar las barreras de los alumnos a la hora de obtener éxito escolar. También se facilitan los resultados de las encuestas de profesores, alumnos y padres en su evaluación del ambiente de aprendizaje, el ambiente social y físico y las relaciones entre los hogares con las escuelas correspondientes.

criterios utilizados para calcular los índices escolares

- **Escuelas exclusivas de cursos k-2** – del 2005 al 2006, los criterios incluyen la asistencia de los alumnos, la proporción entre profesores y alumnos, participación de los padres, la acreditación externa específica para alumnos de infancia temprana, y el tiempo de desarrollo profesional que se ha dedicado de forma exclusiva a la infancia temprana. A partir del 2006-2007, la asistencia de los alumnos no será ya un factor a tomar en cuenta para el cálculo de los índices. Asimismo, se añadirán al cálculo de estos índices el tiempo principal de

instrucción, el porcentaje de profesores con titulaciones medias, y el porcentaje de profesores de años anteriores.

- **Escuelas Primarias e Intermedias con cursos del 3 al 8 –** Porcentaje de alumnos con sus respectivos niveles de rendimiento en las Pruebas Palmetto de Consecución de Logros (Palmetto Achievement Challenge Tests, PACT)
- **Escuelas Superiores con cursos del 9 al 12 –** en 2005-2006, nivel de rendimiento individual del alumno en la prueba de salida del instituto, porcentaje de alumnos de décimo curso (en su primer intento) que han pasado dicha prueba, porcentaje de alumnos del curso 12 que son elegibles para las becas LIFE, e índice de graduación de estudios superiores de 4 años. En 2006-2007, los resultados de la prueba de fin de curso sustituirán al porcentaje de alumnos elegibles para las becas LIFE en el cálculo de los índices.
- **Centros de Carrera y Tecnología –** Porcentaje de alumnos que obtienen un 2.0 o más como calificación de último curso, índice de graduación de estudios de 4 años, y el porcentaje de alumnos graduados que se matricularán, bien en algún tipo de instrucción post-secundaria, en los servicios del ejército, o en el empleo.
- **Distritos Escolares –** Suma ponderada de los criterios para escuelas primarias, intermedias y superiores en el distrito escolar.

preguntas frecuentes y respuestas

P. ¿Cuál es la diferencia entre los índices de la escuela o del distrito y el Progreso Anual Adecuado?

- R.** Los índices de la escuela o del distrito se establecieron en 1988 por la Ley de Responsabilidad de Educación, para informar del nivel general de rendimiento de los alumnos de una escuela y del progreso de los alumnos de forma individual en el tiempo. El Progreso Anual Adecuado (AP) se añadió en 2001, exigido por la legislación de Que Ningún Niño Se Quede Atrás (No Child Left Behind), para informar si una escuela o un distrito alcanza o no los objetivos anuales de rendimiento del alumno y los índices de participación en las pruebas. El objetivo del NCLB es que todos los alumnos tengan un buen nivel en las áreas de lectura/lenguaje y de matemáticas, para cuando acabe el año escolar 2013-2014. Las escuelas o los distritos que pretendan obtener una calificación de Excelente o Bueno en los criterios estatales y que no alcancen los objetivos AYP en la categoría 'todos los alumnos', bajarán un nivel sus índices, de Excelente a Bueno, o de Bueno a Medio.

P. ¿Se incluye en el cálculo de los índices el rendimiento del alumno en estudios sociales y en ciencias?

- R.** El PACT ha realizado pruebas de estudios sociales y de ciencias durante 4 años. Los resultados se incluyeron al principio en el cálculo de los índices de 2005. Los resultados se establecen en fases de tres años y la media ponderada crecerá todos los años (5 puntos porcentuales cada año) hasta que la media ponderada de los objetivos se publiquen en el año escolar 2006-2007. El rendimiento del alumno en estudios sociales y en ciencias es hoy en día más bajo que el rendimiento en Lengua y Literatura y en matemáticas.

P. ¿Por qué aumenta cada año el rigor de los índices? ¿Es justo y razonable?

- R.** Empezando con el informe de calificaciones de 2004, el rigor de los índices de rendimiento Absoluto creció una décima de punto. Todos los años, el rigor seguirá creciendo otra décima de punto en una escala de cinco puntos. El sistema ha sido diseñado para animar y recompensar las mejoras continuas en las escuelas públicas de South Carolina. El sistema de índices y el incremento de las expectativas añaden valor a cada alumno, al tiempo que utiliza los resultados del sistema para servir de palanca a los cambios en las políticas, los programas, y las prácticas.

P. ¿Qué pasa si la escuela donde estudia mi hijo obtiene un índice muy bajo?

- R.** Las escuelas con un índice Absoluto de Por Debajo la Media o de Insuficiente pueden recibir ayuda técnica y recursos que se proporcionan a través del Departamento de Educación del Estado. La ayuda técnica puede incluir especialistas en profesores, desarrollo profesional, especialistas en directores, y becas para los centros de deberes para casa y programas anuales extendidos. Los padres de los niños de las escuelas del Título 1 que no alcancen los estándares del AYP durante dos y tres años consecutivos, contarán con opciones que incluyen traslados a otros colegios o la recepción de servicios adicionales para sus hijos (como las tutorías de alumnos).

P. ¿Cómo deberían reaccionar los padres si la escuela de su hijo obtiene unos índices bajos?

- R.** Los padres debería observar cómo la escuela y la comunidad de su hijo responden a las problemáticas que se plantean, y cuál está siendo el rendimiento del niño. Los padres son fundamentales para el proceso de mejora de la escuela. Los padres pueden animar a la escuela a localizar problemas, animar a los alumnos a estudiar, y hacer que la asistencia a clase de los alumnos sea algo prioritario.

P. ¿Los índices tiene la misma consideración que las etiquetas? ¿No empeorarán las cosas, en lugar de mejorarlas?

- R.** A diferencia de las etiquetas, los índices no deben percibirse como algo permanente. Los índices son declaraciones simplificadas para ayudar a la gente a comprender el nivel general de rendimiento académico de una escuela o un distrito, y pueden constituir motivaciones de peso para los cambios. Unos índices positivos suponen reconocimiento y honor. Unos índices negativos suponen ayuda y asistencia técnica. South Carolina tiene como pauta una mejora continua.

P. ¿Por qué se utilizan las calificaciones de las pruebas para medir las escuelas?

- R.** Las calificaciones de las pruebas suponen el resultado del proceso escolar al que se llega de forma de una forma unificada. Las calificaciones de las pruebas se utilizan en las decisiones que toman las escuelas sobre la promoción de los alumnos, la selección en programas especiales, la admisión en educación post secundaria y los requisitos para la obtención de becas. La importancia de las calificaciones en las pruebas refleja la misión principal de las escuelas de proporcionar conocimiento académico.

P. ¿Existe algún procedimiento mediante el cual las escuelas o los distritos puedan apelar sus índices u otra información que se refleje en los informes de calificaciones?

- R.** Sí, a todos los distritos y a todas las escuelas se les da la oportunidad de apelar al Departamento de Educación del Estado (SDE, State Department of Education). Si existen diferencias entre los datos del SDE y los de la escuela o el distrito, las diferencias se reconcilian, y, en caso de que sea necesario, los índices vuelven a calcularse. En líneas generales, se recogen de diversas fuentes otros elementos de datos de los informes de calificaciones, cada una de las cuales dispone de sus propias provisiones para garantizar la exactitud de los datos. A principio de verano se compila una gran cantidad de datos. Los datos que han sido facilitados cuando llega la fecha límite se imprimen y se entregan a la escuela o al distrito para ser revisados y corregidos, de acuerdo con las políticas y procedimientos del SDE.

seven tips for using your school or district report card

Improving school or district performance begins with understanding the conditions, successes, and challenges of each school and district. The South Carolina Annual School and District Report Cards provide information to build that understanding. The information enables entire communities - educators, parents, students, business leaders and others - to ensure all students achieve.

Which information helps us determine how our school or district performance can be developed?

How can we use the information to promote stronger schools and increase student achievement?

Community members should study the school and district report card data and examine how the factors interact to support student achievement. Although report card contents are tailored to the grade levels included within the school or district, every report card includes student achievement levels by demographic groups and grade levels as well as school or district profile information.

Here are seven ways for parents and community leaders to use the school or district report card:

1. Obtain a school or district report card.

School and district report cards are issued annually to schools by November 1 and to parents no later than November 15. Report cards may be mailed directly to parents from the State Department of Education (SDE) or sent home with students by school leaders. The results for each school and district must be advertised in a local newspaper within 45 days of the report card release. If you do not receive a report card, obtain one from the school or from the South Carolina Department of Education's Report Card web page at www.myschools.com.

No Name School District 123 Main Street Anytown, South Carolina 29000 Grades PK-12 Enrollment 14,324 Students Superintendent George Washington 803-123-4567 Board Chair Martha Washington 803-123-4567 Fiscal Authority District Board				
THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD				
ABSOLUTE RATING Absolute Ratings of Districts with Students like Ours		AVERAGE Below Average		
Excellent 3	Good 25	Average 52	Below Average 17	Unsatisfactory 0
IMPROVEMENT RATING The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.		AVERAGE YES		
ADEQUATE YEARLY PROGRESS This district met 32 out of 33 objectives. The objectives included performance and participation of students in various groups.		AVERAGE YES		
SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.				

2. Study the performance ratings and Adequate Yearly Progress (AYP) statements.

ABSOLUTE RATING Absolute Ratings of Districts with Students like Ours		AVERAGE Below Average		
Excellent 3	Good 25	Average 52	Below Average 17	Unsatisfactory 0
IMPROVEMENT RATING The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.		AVERAGE YES		
ADEQUATE YEARLY PROGRESS This district met 32 out of 33 objectives. The objectives included performance and participation of students in various groups.		AVERAGE YES		
Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.				

Each school receives two ratings and notification of whether the school met or did not meet AYP. Detailed information on the ratings calculation is available on the SC Education Oversight Committee's (EOC) Information for Parents page web page at www.sceoc.org.

The Absolute rating reports the school or district levels of student performance during a school year measured against South Carolina's expectations for a successful education system, which is printed at the bottom of the report card cover. The rigor of the ratings increases each year. School ratings are based on student performance on Palmetto Achievement Challenge Tests (PACT) in English Language Arts (ELA), math, science, and social studies for grades 3 - 8. For high schools, ratings are based on exit exam performance, eligibility for LIFE scholarships and graduation rate. Beginning in 2006-2007, results on the End-of-Course tests will replace LIFE scholarship eligibility. *Excellent*, *Good*, *Average*, *Below Average* and *Unsatisfactory* are the five rating terms. The Absolute Rating of schools receiving a rating of *Excellent* or *Good* is decreased if AYP is not met for the category, "all students."

- The Improvement rating reports the school's or district's progress with student achievement from one school year to the next. For schools enrolling students in grades 3-8, improvement rates are calculated using PACT scores for individual students who can be matched to the previous year, having PACT scores for both years. Ratings for high schools, primary schools and career/technology centers use cohorts of students.
- AYP notification indicates whether or not a school or district has met annual targets required by No Child Left Behind (NCLB) legislation for the percentage of students scoring Proficient or Advanced (grades 3-8) . AYP also includes other indicators, such as graduation rates for high schools and attendance rates for elementary and middle schools. The number of targets for each school and district is printed below the notification.

*Are our ratings improving, declining or staying the same? Why?
Which AYP targets did we meet and which ones did we not? Why?*

3. Study the results of standardized tests.

No Name District				
PACT PERFORMANCE BY GROUP				
	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic
English/Language Arts				
All Students	6,775	98.5	28.5	42.5
Gender				
Male	3,456	98.0	34.2	41.7
Female	3,319	99.0	22.6	43.3
Racial/Ethnic Group				
White	3,002	99.0	16.5	42.3
African American	3,577	98.3	39.8	43.0
Asian/Pacific Islander	89	97.8	13.8	27.5
Hispanic	72	94.4	20.4	50.0
American Indian/Alaskan	10	100.0	10.0	40.0
Disability Status				
Not Disabled	5,540	98.9	23.6	44.1
Disabled	1,235	96.5	51.0	35.0
Migrant Status				
Migrant	N/A	N/A	N/A	N/A
Non-Migrant	6,775	98.5	28.5	42.5
English Proficiency				
Limited English Proficient	56	94.6	34.8	32.6
Non-Limited English Proficient	6,719	98.5	28.4	42.6
Socio-Economic Status				
Subsidized meals	4,016	98.0	37.8	43.7
Full-pay meals	1,198	99.3	15.9	40.9

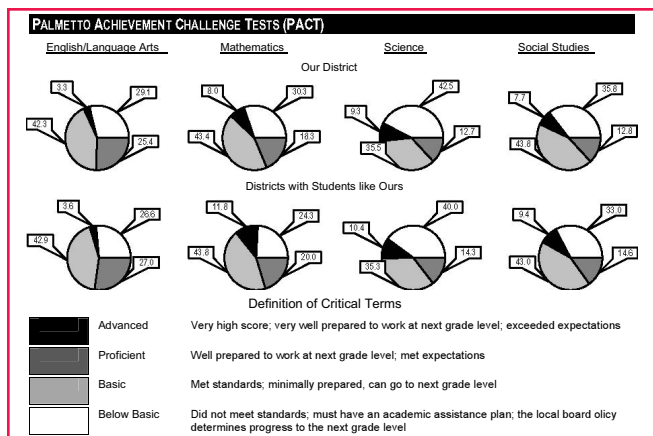
PACT is administered to students in grades 3 through 8 to assess their performance in English language arts (ELA), mathematics, science and social studies. The SC High School Assessment Program (HSAP) is the exit exam required for a high school diploma and consists of ELA and mathematics subtests. Parent-friendly content standards in each grade level and all content areas, upon which the tests are based, are provided to schools. Copies of the standards also are available on the EOC Web site at www.sceoc.org.

Mathematics				
All Students	6,776	98.8	29.8	43.6
Gender				
Male	3,456	98.3	32.1	41.3
Female	3,320	99.2	28.0	46.0
Racial/Ethnic Group				
White	3,001	98.9	17.8	43.4
African American	3,579	98.6	41.4	44.3
Asian/Pacific Islander	89	100.0	8.8	30.0
Hispanic	72	98.6	26.8	37.5
American Indian/Alaskan	10	100.0	0.0	70.0
Disability Status				
Not Disabled	5,541	99.1	24.0	45.9
Disabled	1,235	97.0	56.7	33.3
Migrant Status				
Migrant	N/A	N/A	N/A	N/A
Non-Migrant	6,776	98.8	29.8	43.6
English Proficiency				
Limited English Proficient	56	98.2	18.8	31.3
Non-Limited English Proficient	6,720	98.8	29.9	43.7
Socio-Economic Status				
Subsidized meals	4,017	98.3	39.6	44.8
Full-pay meals	2,751	99.4	16.7	42.0

Which groups of students are meeting expectations and which groups are not progressing? In which content areas is performance stronger? At which grade levels? Do students perform higher relative to the requirements as they move through the school?

4. Compare our school or district performance to Schools (or Districts) with Students Like Ours.

Schools (or Districts) with Students Like Ours are schools or districts with a similar percentage of students eligible for Medicaid services and/or participating in free/reduced lunch program. Both factors are reported as a poverty index for each school. An Excel file listing SC schools and districts and their poverty indices is available on the EOC Web site. Schools with Students Like Ours are reported to enable school communities to learn from one another. Schools can benefit from the practices and techniques of higher performing schools serving similar communities.



How are schools similar to ours scoring? How does our profile information about students, staff and school compare to schools like ours?

5. Look for changes in our school or district profile information.

The school or district profile page provides information to better understand the conditions, opportunities and challenges the school faces. The information includes (but is not limited to) expenditures, teacher qualifications, student and teacher attendance rates, opportunities in the arts, character education programs, parent conference rates, and student suspensions and expulsions for violent and/or criminal offenses. The information is divided among three categories: students, staff and school programs. Information from similar schools and districts and the state median also are presented to enable comparisons.

Are our attendance rates for students and teachers improving or declining? What are the trends in our expenditures per student and how do they compare to trends in our performance ratings? How do our average teacher salary, percent with advanced degrees, and percent of highly qualified teachers compare to the state median? Has participation in special programs, e.g. percent eligible for gifted and talented, percent enrolled in high school credit courses, etc., increased or declined?

DISTRICT PROFILE				
	Our District	Change from Last Year	Districts With Students Like Ours	Median District
Students (n= 14,324)				
First graders who attended full-day kindergarten	93.7%	Down from 97.2%	98.2%	98.6%
Retention rate	6.4%	Down from 6.9%	5.4%	5.4%
Attendance rate	95.8%	Up from 95.4%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%	Up from 4.0%	4.5%	4.9%
Students with disabilities other than speech taking PACT (Math) off grade level	4.3%	Up from 4.0%	4.4%	4.4%
Eligible for gifted and talented	8.3%	Up from 8.0%	15.6%	10.9%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.9%	Up from 11.7%	11.9%	11.2%
Older than usual for grade	6.6%	Down from 6.9%	4.4%	5.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 3.3%	1.3%	1.2%
Enrolled in AP/IB programs	20.7%	Up from 17.0%	9.6%	9.7%
Successful on AP/IB exams	50.2%	Down from 56.3%	50.2%	51.2%
Enrolled in adult education GED or diploma programs	460	Up from 441	260	158
Completions in adult education GED or diploma programs	135	Up from 96	45	37
Annual dropout rate	2.9%	Down from 4.0%	3.5%	2.9%
Teachers (n= 1,008)				
Teachers with advanced degrees	48.8%	Up from 47.7%	50.2%	51.4%
Continuing contract teachers	85.0%	Down from 87.0%	82.6%	81.0%
Highly qualified teachers	84.4%	Down from 89.2%	91.6%	92.0%
Teachers with emergency or provisional certificates	6.0%	Up from 5.5%	4.0%	5.1%
Teachers returning from previous year	89.3%	Up from 88.4%	91.2%	90.0%
Teacher attendance rate	96.2%	Up from 95.2%	94.9%	95.0%
Average teacher salary	\$40,512	Up 2.4%	\$41,448	\$41,286
Vacancies for more than nine weeks	2.5%	Up from 1.6%	0.1%	0.4%
Prof. development days/teacher	12.6 days	Up from 10.9 days	13.8 days	14.9 days
District				
Superintendent's years at district	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 23.8 to 1	20.9 to 1	20.6 to 1
Prime instructional time	91.1%	Up from 89.7%	89.2%	89.2%
Dollars spent per pupil*	\$6,867	Up 4.7%	\$7,426	\$7,434
Percent of expenditures for teacher salaries*	57.9%	Down from 59.4%	55.8%	54.5%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	Up from 95.9%	98.4%	97.0%
Number of schools	20	No change	14	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	10.5%	Up from 8.9%	3.8%	4.2%
Average age in years of school facilities	30	Up from 29	27	27
Number of schools with SACS accreditation	20	No change	14	8
Average administrator salary	\$64,058	Up 3.1%	\$68,699	\$68,699
* Prior year audited financial data are reported.				

No Name District						
PERFORMANCE BY STUDENT GROUPS						
	Exit Exam Passage Rate by Spring 2005		Eligibility for LIFE Scholarship*		Graduation Ra	
	n	%	n	%	n	%
All students	771	92.1%	806	17.4%	984	66.0%
Gender						
Male	384	92.7%	385	21.0%	518	61.8%
Female	381	91.6%	421	14.0%	466	70.6%
Racial/Ethnic Group						
White	404	97.3%	400	28.7%	458	77.3%
African American	336	86.0%	370	3.5%	490	
Asian/Pacific Islander	18	100.0%	23	34.8%	20	80.0%
Hispanic	4	I/S	8	I/S	11	
American Indian/Alaskan	1	I/S	1	I/S	2	
American Indian/Alaskan	1	I/S	1	I/S	2	I/S
Disability Status						
Not disabled	713	93.3%	734	18.9%	855	70.8%
Disabilities other than speech	58	77.6%	72	1.4%	129	
Migrant Status						
Migrant	N/A	N/A	0	N/A	N/A	N/A
Non-migrant	753	92.3%	806	17.4%	N/A	N/A
English Proficiency						
Limited English proficient	1	I/S	3	I/S	3	I/S
Non-LEP	750	92.4%	803	17.4%	981	
Socio-Economic Status						
Subsidized meals	212	86.8%	200	15.0%	339	52.5%
Full-pay meals	541	94.5%	606	18.2%	645	
* Using only the SAT/ACT and grade point average requirements n = number of students on which percentage is calculated						
EXAM PASSAGE RATE BY SPRING 2005						
Percent	Our District 92.1%		Districts with Students like 94.4%			
GRADUATION RATE						
	Our District		Districts with Students like			
Number of Students	984		716			
Number of Diplomas	649		530			
Rate	66.0%		71.4%			
2004-05 COLLEGE ADMISSIONS TESTS						
SAT	Verbal		Math		Total	
	2004	2005	2004	2005	2004	2005
District	473	470	468	474	941	944
State	491	494	495	499	986	993
Nation	508	508	518	520	1026	1028

6. Study the results of evaluations by teachers, students and parents.

Surveys are distributed by the SDE each spring to assess the learning environment, social and physical environment and home-school relations of the school. Each survey includes approximately 50 questions. Survey item results are provided to schools. Surveys are administered to all teachers and to students and their parents in grades five, eight, and eleven, or in the highest grade in their school. Teacher, student and parent perceptions of schools provide information for program improvement to principals, their faculty, the School Improvement Council and the community.

Are there significant differences among the responses of teachers, students or parents to the three summary questions? What are potential reasons for the differences? How do the evaluation results compare with other information on the report card? What are the strengths and weaknesses of parental involvement activities at our school? Are parents encouraged to volunteer in the school? What are the barriers to parental involvement with the school and its educators? Are there any significant changes from last year's results?

7. Ask how weaknesses are identified from the data, who is working to make changes and how you can contribute.

To raise student achievement, educators need support and assistance from parents and community leaders. Parents and leaders should be informed about the improvement efforts of their school or district and how those efforts create more opportunities for children. Strengths and weaknesses vary from school to school but the process for improvement should be taking place in every school.

For example:

If mathematics scores are low, what changes are to be implemented to improve mathematics instruction? If students with limited English are not making progress, how can English language learners be supported so that they become proficient in English? If there are students not scoring on grade level, how are they provided the extra instruction needed to succeed? If there are higher scoring Schools Like Ours, what can we learn from their strategies and practices?

If test results are low, do our teachers and parents understand the curriculum standards our students are expected to meet and are the standards being taught?

siete consejos para el buen uso de los informes de calificaciones

La mejora de la escuela o del funcionamiento del distrito comienza con la comprensión de las condiciones, éxitos y retos de cada escuela y de cada distrito. Los Informes de Calificaciones Anuales del Distrito de South Carolina facilitan la información necesaria para esa comprensión. La información permite a las comunidades: educadores, padres, alumnos, gerentes de negocios y otros, garantizar que todos los alumnos alcanzan los objetivos.

¿Qué información nos ayuda a determinar cómo puede desarrollarse nuestra escuela o el funcionamiento de nuestro distrito?

¿Cómo podemos usar la información para conseguir escuelas más fuertes y para aumentar el rendimiento de los alumnos?

Los miembros de la comunidad deberían analizar los datos de la escuela y de los informes de calificaciones, y estudiar el modo en que distintos factores interactúan para apoyar el rendimiento de los alumnos. Aunque los contenidos de los informes de calificaciones se confeccionan para cada curso que está incluido en la escuela o en el distrito, cada uno de los informes de calificaciones incluye los niveles de rendimiento académico según los grupos demográficos y los cursos, así como información del perfil del distrito.

Aquí tienen siete formas en que los padres y los directivos de la comunidad pueden usar los informes de calificaciones de la escuela o del distrito:

1. Obtenga un informe de calificaciones de la escuela o del distrito.

Los informes de calificaciones de la escuela o del distrito se emiten todos los años el día 1 de noviembre, y para los padres antes del 15 de noviembre. El Departamento de Educación del Estado puede enviar directamente por correo a los padres los informes de calificaciones, o enviarlos a casa con los

alumnos a través de los directivos de la escuela. Los resultados de cada escuela deben ser anunciados en los periódicos locales en un plazo de 45 días a partir de la emisión de los informes. Si no recibe los informes, obtenga uno de la escuela o de la página web de Informes de Calificaciones del Departamento de Educación de South Carolina en www.myschools.com.

2. Estudie los índices de rendimiento y los datos de Progreso Anual Adecuado (AYP, Adequate Yearly Progress).

ABSOLUTE RATING			AVERAGE	
Absolute Ratings of Districts with Students like Ours				
Excellent	Good	Average	Below Average	Unsatisfactory
3	25	52	17	0

IMPROVEMENT RATING		AVERAGE
The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.		

ADEQUATE YEARLY PROGRESS		YES
This district met 32 out of 33 objectives. The objectives included performance and participation of students in various groups.		
Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.		

Cada escuela recibe dos índices y la notificación de si la escuela alcanzó o no el AYP. En la página del Comité Supervisor de Educación de SC (EOC, Education Oversight Committee) www.sceoc.org hay información detallada para los padres sobre el cálculo de índices.

El índice Absoluto refleja los niveles de rendimiento de los alumnos de la escuela o del distrito durante el año escolar frente a las expectativas que tiene South Carolina para un sistema educativo óptimo. Está impreso en la parte de abajo de la portada del informe. El rigor de los índices aumenta todos los años. Los índices de la escuela se basan en el rendimiento de los alumnos en las Pruebas Palmetto de Consecución de Logros (Palmetto Achievement Challenge Tests, PACT) en Lengua y Literatura, matemáticas, ciencias, y estudios sociales para los cursos 3 al 8. Para escuelas de estudios superiores, los índices se basan en el rendimiento del examen de salida, para los alumnos que alcancen los requisitos para las becas LIFE y los índices de graduación. Los cinco términos de

No Name School District

123 Main Street

Anytown, South Carolina 29000

Grades

PK-12

Enrollment

14,324 Students

Superintendent

George Washington 803-123-4567

Board Chair

Martha Washington 803-123-4567

Fiscal Authority

District Board

THE STATE OF SOUTH CAROLINA

**2006 ANNUAL SCHOOL
REPORT CARD**

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	25	52	17	0

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This district met 32 out of 33 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

los resultados son *Excelente, Bueno, Medio, Bajo la media, e Insuficiente*. El índice absoluto de las escuelas que reciban unos resultados de Excelente o Bueno decae si no se alcanza el AYP en la categoría ‘todos los alumnos’.

- Los índices de Mejora reflejan el progreso de la escuela o del distrito con el rendimiento de los alumnos de un año escolar a otro. Para las escuelas que matriculen a alumnos de los cursos 3 al 8, los índices de mejora se calculan usando las alificaciones del PACT para los alumnos cuyas calificaciones puedan ser comparadas a las del año anterior, con las calificaciones del PACT en ambos años. Para los índices de las escuelas de estudios superiores, escuelas primarias, y centros de tecnología, se usan grupos de alumnos.
- La notificación AYP indica si una escuela o distrito ha alcanzado los objetivos anuales exigidos por la legislación de Que Ningún Niño Se Quede Atrás (NCLB, No Child Left Behind), en cuanto al porcentaje de alumnos que obtienen resultados de Bueno o Avanzado (cursos 3 al 8). El AYP incluye también otros indicadores, como los índices de graduación por institutos y los índices de asistencia para las escuelas intermedias y primarias. El número de objetivos para cada escuela o distrito se incluye debajo de la notificación.

*¿Nuestros índices están mejorando, decayendo o iguales? ¿Por qué?
¿Qué objetivos del AYP hemos conseguido y cuáles no? ¿Por qué?*

3. Estudie los resultados de las pruebas de estándares.

No Name District				
PACT PERFORMANCE BY GROUP				
	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic
English/Language Arts				
All Students	6,775	98.5	28.5	42.5
Gender				
Male	3,456	98.0	34.2	41.7
Female	3,319	99.0	22.6	43.3
Racial/Ethnic Group				
White	3,002	99.0	16.5	42.3
African American	3,577	98.3	39.8	43.0
Asian/Pacific Islander	89	97.8	13.8	27.5
Hispanic	72	94.4	20.4	50.0
American Indian/Alaskan	10	100.0	10.0	40.0
Disability Status				
Not Disabled	5,540	98.9	23.6	44.1
Disabled	1,235	96.5	51.0	35.0
Migrant Status				
Migrant	N/A	N/A	N/A	N/A
Non-Migrant	6,775	98.5	28.5	42.5
English Proficiency				
Limited English Proficient	56	94.6	34.8	32.6
Non-Limited English Proficient	6,719	98.5	28.4	42.6
Socio-Economic Status				
Subsidized meals	4,016	98.0	37.8	43.7
Full-pay meals	1,198	99.3	15.9	40.9
Mathematics				
All Students	6,776	98.8	29.8	43.6
Gender				
Male	3,456	98.3	32.1	41.3
Female	3,320	99.2	28.0	46.0

Mathematics				
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Asian/Pacific Islander	89	100.0	8.8	30.0
Hispanic	72	98.6	26.8	37.5
American Indian/Alaskan	10	100.0	0.0	70.0
Disability Status				
Not Disabled	5,541	99.1	24.0	45.9
Disabled	1,235	97.0	56.7	33.3
Migrant Status				
Migrant	N/A	N/A	N/A	N/A
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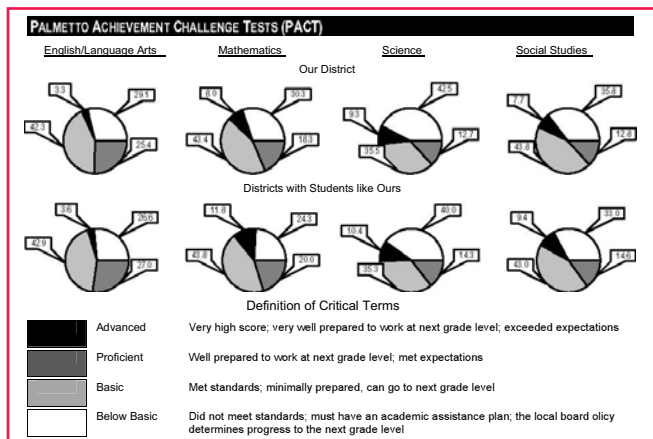
El PACT se le pasa a alumnos que están en los cursos del 3 al 8, para evaluar su desarrollo en Lengua y Literatura, matemáticas, ciencias, y estudios sociales. El Programa de Evaluación de Estudios Superiores de SC (HSAP, High School Assessment Program) es el examen de salida que se exige para el diploma del instituto, y consiste en subpruebas de Lengua y Literatura y de matemáticas. Se le facilitan a las escuelas los contenidos estándares de todos los cursos y en todas las áreas de contenido en que se basan las pruebas de forma que los padres puedan entenderlos. Las copias de los estándares también están disponibles en la página web de EOC, www.sceoc.org.

¿Qué grupos de alumnos están consiguiendo los objetivos y qué grupos no están progresando? ¿En qué áreas de contenido es mejor el rendimiento? ¿En qué cursos? ¿Tienen los alumnos mejor rendimiento con respecto a lo que se exige según avanzan en la escuela?

4. Compare el rendimiento de nuestro distrito o de nuestra escuela con el de los alumnos de otros distritos o escuelas de las mismas características.

Son escuelas o distritos con las mismas características que nosotros aquellos con un porcentaje similar de alumnos que reúnen los requisitos para los servicios de Medicaid, o los que participan en programas reducidos o gratuitos de servicios de comida. Ambos factores se incluyen en el informe en el índice de pobreza de cada escuela. En la página web de EOC hay disponible un archivo de Excel que enumera las escuelas y los distritos de South Carolina con sus respectivos índices de pobreza. Se hacen informes de Escuelas o Distritos con las mismas características para permitir así que las comunidades aprendan las unas de las otras. Las escuelas pueden beneficiarse de las prácticas y técnicas de las escuelas de mayor rendimiento que hay en comunidades similares.

¿Cómo son las escuelas similares a nuestras calificaciones?
 ¿De qué forma se compara la información de nuestro perfil sobre
 alumnos, personal y escuela, con otras escuelas como la nuestra?



5. Busque cambios en la información del perfil de nuestra escuela o distrito.

La página del perfil de la escuela o distrito posee información que facilita la comprensión de las condiciones, oportunidades y retos a los que se enfrenta la escuela. La información incluye (además de otras cosas), gastos, cualificación del profesorado, índices de asistencia de alumnos y profesores, oportunidades en las artes, programas de educación del carácter, índices de conferencias de padres, y suspensiones y expulsiones de alumnos por ofensas violentas o criminales. La información se divide en tres categorías: alumnos, personal y programas escolares. También se presenta información de escuelas y distritos similares, así como la media estatal, para que se puedan hacer comparaciones.

Nuestros índices de asistencia de alumnos y profesores, ¿están mejorando o decayendo? ¿Qué tendencias siguen nuestros gastos por alumno, y cómo pueden ser comparadas con los índices de rendimiento? ¿Cómo pueden compararse el sueldo medio de nuestros profesores, el porcentaje de titulaciones medias, y el de titulaciones superiores a los de la media del Estado? La participación en programas especiales, como el porcentaje de alumnos elegibles para los programas de superdotados, el porcentaje de alumnos matriculados en los cursos de créditos de escuelas superiores, etc, ¿Ha aumentado o descendido?

DISTRICT PROFILE				
	Our District	Change from Last Year	Districts With Students Like Ours	Median District
Students (n= 14,324)				
First graders who attended full-day kindergarten	93.7%	Down from 97.2%	98.2%	98.6%
Retention rate	6.4%	Down from 6.9%	5.4%	5.4%
Attendance rate	95.8%	Up from 95.4%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%	Up from 4.0%	4.5%	4.9%
Students with disabilities other than speech taking PACT (Math) off grade level	4.3%	Up from 4.0%	4.4%	4.4%
Eligible for gifted and talented	8.3%	Up from 8.0%	15.6%	10.9%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.9%	Up from 11.7%	11.9%	11.2%
Older than usual for grade	6.6%	Down from 6.9%	4.4%	5.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 3.3%	1.3%	1.2%
Enrolled in AP/IB programs	20.7%	Up from 17.0%	9.6%	9.7%
Successful on AP/IB exams	50.2%	Down from 56.3%	50.2%	51.2%
Enrolled in adult education GED or diploma programs	460	Up from 441	260	158
Completions in adult education GED or diploma programs	135	Up from 96	45	37
Annual dropout rate	2.9%	Down from 4.0%	3.5%	2.9%
Teachers (n= 1,008)				
Teachers with advanced degrees	48.8%	Up from 47.7%	50.2%	51.4%
Continuing contract teachers	85.0%	Down from 87.0%	82.6%	81.0%
Highly qualified teachers	84.4%	Down from 89.2%	91.6%	92.0%
Teachers with emergency or provisional certificates	6.0%	Up from 5.5%	4.0%	5.1%
Teachers returning from previous year	89.3%	Up from 88.4%	91.2%	90.0%
Teacher attendance rate	96.2%	Up from 95.2%	94.9%	95.0%
Average teacher salary	\$40,512	Up 2.4%	\$41,448	\$41,286
Vacancies for more than nine weeks	2.5%	Up from 1.6%	0.1%	0.4%
Prof. development days/teacher	12.6 days	Up from 10.9 days	13.8 days	14.9 days
District				
Superintendent's years at district	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 23.8 to 1	20.9 to 1	20.6 to 1
Prime instructional time	91.1%	Up from 89.7%	89.2%	89.2%
Dollars spent per pupil*	\$6,867	Up 4.7%	\$7,426	\$7,434
Percent of expenditures for teacher salaries*	57.9%	Down from 59.4%	55.8%	54.5%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	Up from 95.9%	98.4%	97.0%
Number of schools	20	No change	14	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	10.5%	Up from 8.9%	3.8%	4.2%
Average age in years of school facilities	30	Up from 29	27	27
Number of schools with SACS accreditation	20	No change	14	8
Average administrator salary	\$64,058	Up 3.1%	\$68,699	\$68,699

* Prior year audited financial data are reported.

6. Estudie los resultados de las evaluaciones de los profesores, alumnos y padres.

El SDE distribuye encuestas cada primavera para evaluar el ambiente de aprendizaje, el ambiente social y físico y las relaciones entre los hogares con las escuelas correspondientes. Cada encuesta tiene aproximadamente 50 preguntas. Los resultados se le facilitan a las escuelas. Las encuestas se les pasan a todos los alumnos, profesores y padres de los cursos cinco, ocho y once, o en el curso superior de la escuela. Las percepciones que padres, profesores y alumnos tienen de la escuela proporciona información para los programas de mejora a los directores, al cuerpo docente, al Consejo de Mejora Escolar y a la comunidad.

en la escuela y con los educadores? ¿Hay cambios significativos con respecto a los resultados del año anterior?

7. Pregunte cómo se obtienen los puntos débiles de los datos, quién está trabajando para cambiar las cosas, y cómo puede colaborar.

Para aumentar el rendimiento de los alumnos, los educadores necesitan el apoyo y la ayuda de los padres y de los directivos de la comunidad. Los padres y los directivos de la comunidad deberían ser informados acerca de los esfuerzos de mejora de su escuela o distrito, y de cómo dichos esfuerzos crean más oportunidades para los niños. Los puntos fuertes y débiles varían de una escuela a otra, pero en todas ellas debería darse un proceso para mejorar. Por ejemplo:

Si las calificaciones en matemáticas son bajas, ¿Qué cambios pueden llevarse a cabo para mejorar la instrucción en matemáticas? Si los alumnos con un inglés limitado no progresan, ¿Cómo se puede ayudar a los alumnos de inglés para que puedan alcanzar un buen nivel en esta lengua? Si hay alumnos que no alcanzan buenas calificaciones, ¿De qué forma se les facilita la instrucción adicional que necesitan para obtener éxito? Si hay escuelas Como Las Nuestras que tienen mayor rendimiento que nosotros, ¿Qué podemos aprender de sus estrategias y de sus prácticas? Si los resultados de las pruebas son bajos, ¿Entienden nuestros profesores y nuestros padres los estándares de contenido que deben alcanzar los alumnos y los que se están enseñando en la escuela?

No Name District

2101999

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2005		Eligibility for LIFE Scholarship*		Graduation Rate					
	n	%	n	%	n	%	Met State Objective			
All students	771	92.1%	806	17.4%	984	66.0%				
Gender										
Male	384	92.7%	385	21.0%	518	61.8%				
Female	381	91.6%	421	14.0%	466	70.6%				
Racial/Ethnic Group										
White	404	97.3%	400	28.7%	458	77.3%				
African American	336	86.0%	370	3.5%	490	54.9%				
Asian/Pacific Islander	18	100.0%	23	34.8%	20	80.0%				
Hispanic	4	I/S	8	I/S	11	63.6%				
American Indian/Alaskan	1	I/S	1	I/S	2	I/S				
American Indian/Alaskan	1	I/S	1	I/S	2	I/S				
Disability Status										
Not disabled	713	93.3%	734	18.9%	855	70.8%				
Disabilities other than speech	58	77.6%	72	1.4%	129	34.1%				
Migrant Status										
Migrant	N/A	N/A	0	N/A	N/A	N/A				
Non-migrant	753	92.3%	806	17.4%	N/A	N/A				
English Proficiency										
Limited English proficient	1	I/S	3	I/S	3	I/S				
Non-LEP	750	92.4%	803	17.4%	981	66.1%				
Socio-Economic Status										
Subsidized meals	212	86.8%	200	15.0%	339	52.5%				
Full-pay meals	541	94.5%	606	18.2%	645	73.0%				
* Using only the SAT/ACT and grade point average requirements n = number of students on which percentage is calculated										
Percent	Our District 92.1%	Districts with Students like Ours 94.4%								
Number of Students	Our District 984	Districts with Students like Ours 716								
Number of Diplomas	649	530								
Rate	66.0%	71.4%								
SAT	Verbal		Math		Total					
	2004	2005	2004	2005	2004	2005				
District	473	470	468	474	941	944				
State	491	494	495	499	986	993				
Nation	508	508	518	520	1026	1028				
ACT	English		Math		Reading		Science		Total	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
District	19.0	18.8	19.2	19.0	20.1	19.9	19.7	19.6	19.6	19.5
State	18.8	18.8	19.1	19.3	19.0	19.6	19.3	19.3	19.3	19.4
Nation	20.4	20.4	20.7	20.7	21.3	21.3	20.9	20.9	20.9	20.9

¿Hay diferencias significativas entre las respuestas de los profesores, alumnos o padres en las tres preguntas del resumen? ¿Cuáles son las razones potenciales de esas diferencias? ¿Cómo se comparan los resultados de la evaluación con el resto de la información de los informes de calificaciones? ¿Cuáles son los puntos fuertes y los débiles de las actividades de participación de los padres en nuestra escuela? ¿Se anima a los padres a prestarse como voluntarios en actividades escolares? ¿Cuáles son las barreras para la participación de los padres

frequently asked questions and answers about no child left behind (NCLB) & AYP (adequate yearly progress)

The following questions and answers about NCLB and AYP were developed with assistance from the State Department of Education (SDE) and the Department of Assessment and Accountability of the Charleston County School District. For further clarification about NCLB and AYP, contact the SDE at (803) 734-8500 or visit them online at <http://www.myschools.com>. This information is current dated May 2006.

Q. What is No Child Left Behind (NCLB) and what does it require of states?

- A.** The No Child Left Behind Act of 2001 (NCLB) is a sweeping piece of federal legislation that affects practically every aspect of American public education. The legislation is based on the idea that every school must have very high standards, and also that children and educators will accept the challenges of meeting the goals. NCLB requires each state to define adequate yearly progress (AYP) for school districts and schools, within the parameters set by Title I. In defining AYP, each state sets the minimum levels of improvement—measurable in terms of student performance—that school districts and schools must achieve within time frames specified in the law.

Q. What does AYP examine?

- A.** Adequate yearly progress (AYP) notification indicates whether a school or district has met annual target requirements of NCLB. AYP targets include a required percentage of all students and students in certain student demographic groups within a school needing to score Proficient or Advanced (grades 3-8) in PACT or “3” or above on the HSAP and student test participation rates of at least 95%.

Q. What are the different subcategories within a school that will be reviewed?

- A.** There are nine possible subcategories: All students, African-American, American Indian/Native Alaskan, Asian/Pacific Islander, Hispanic, white, other/multiracial, students with disabilities, limited English proficient, and economically disadvantaged (free/reduced lunch). Sub-categories must have at least 40 students to count toward AYP, with the exception of disabled and Limited English Proficiency (LEP) students (where the minimum is 50 for performance calculations only.) The more different types of students a school serves, the more targets it must meet. The number of targets for each school is printed below the notification on the school and district report cards.

Q. What does it mean when a school “Does Not Meet AYP?”

- A.** A school is defined as not meeting adequate yearly progress if any one of the targets is not met.

Q. What are the “safe-harbor” changes approved by the U.S. Department of Education and how will they affect South Carolina?

- A.** In 2005, the U.S. Department of Education did approve a revised “safe harbor” provision in South Carolina’s AYP calculation that gives schools an alternate pathway to meeting AYP – by demonstrating that students are making adequate progress toward proficiency, even if insufficient numbers score Proficient or above at the current time to meet the state’s objectives. As it is currently defined in NCLB, a school or district must reduce by ten percent the percentage of students who scored “Below Proficient” the previous year in order to meet AYP via safe harbor.

Q. What is similar and what is different between the federal accountability system (AYP) and South Carolina’s accountability system?

- A.** The state accountability system was modified to comply with the requirements of NCLB. Both accountability systems use academic achievement standards to push schools and students toward higher levels of performance. In each system all students and schools are held to the same high standards. Continuous improvement is the key to meeting both national and state goals. Confusion can arise because the accountability systems for NCLB and the Education Accountability Act (state system) are different. For example, South Carolina reports performance in terms of percentage of students scoring Basic or Above on the PACT, while AYP is reported based on percentage of students for each subgroup scoring Proficient or Advanced. The chart on the back page is a comparison of AYP and the school and district report cards.

Q. What about NCLB allowing parents to transfer their children to different schools?

- A.** Although all schools will be rated using AYP, the transfer provision of NCLB applies only to Title I schools. These schools receive federal Title I funds because they serve a significant number of students from economically disadvantaged families. When a Title I school has been identified as not meeting AYP for a second consecutive year, it enters “needs improvement” status. Parents must be offered the choice of sending their child or children to another school in that district that is not in “needs improvement.” A second year in “needs improvement” (third year of not meeting AYP) requires the school to offer supplemental services from approved providers (student tutoring) as well as the choice option. Other consequences follow if the Title I school continues in “needs improvement.”

NCLB Adequate Yearly Progress	STATE SYSTEM School and District Report Card
National goal is for all students and student groups to achieve at the Proficient level on state tests by 2014.	State goal is for South Carolina's student achievement to rank in the top half of the states nationally by 2010.
AYP targets based on English/language arts and math scores only and do not include science and social studies.	School Report Card achievement ratings include English/language arts, math, science and social studies at the elementary and middle grades.
AYP performance targets are defined as the percentage of students scoring at the Proficient level on state tests.	"Absolute" achievement ratings of Excellent, Good, Average, Below Average, and Unsatisfactory are derived from an "index" based on the percentage of students scoring at the Advanced, Proficient, Basic, and Below Basic levels on the state test.
All students as well as student groups have to show considerable improvement each year on PACT/HSAP. Groups are: All, White, Black, Hispanic, Asian/Pacific Islander, American Indian, Limited English Proficient, Disabled, Free-Reduced Price Meal Participants.	All students within a school have to improve their PACT scores each year. Achievement ratings are based on all students as a single group. Performance of student groups are reported but not included in the derivation of achievement ratings.
If a group of students does not meet AYP based on the percent proficient, there is an alternative for meeting AYP defined by an increase in the percent of students scoring Proficient from one year to the next. This alternative "achievement target" is not based on matching of students and their scores from one year to the next.	PACT Improvement ratings of Excellent, Good, Average, Below Average, and Unsatisfactory are derived from an "index" based on improvement of the same students from one year to the next. Improvement ratings at the high school level are not based on matched students.
Student attendance is an AYP target for elementary and middle schools, while on-time graduation rate is an AYP target for high schools.	Student attendance is reported but is not part of the achievement ratings. On-time graduation rate is incorporated into Absolute and Improvement ratings for high schools.
AYP targets and the difficulty of state achievement standards vary considerably from state to state resulting in some states with higher percentages of schools meeting AYP.	Absolute and Improvement achievement ratings are calculated the same way across schools in South Carolina.

Q. Will a school be penalized in report card ratings if it does not make AYP?

- A.** Absolute Ratings for schools rated Excellent or Good will decrease one level if the school fails to meet AYP for all students. (Note: see *Calculating School and District Ratings* section of the tool kit for explanation on AYP for all students.)

Q. What must a school do to get out of "needs improvement" status?

- A.** A school is designated as "needs improvement" when it does not make AYP in the same subject for two years consecutively or if any one of the other AYP targets is missed. To remove the designation, a school must make AYP for two years consecutively in every AYP target.

Q. Can a school be closed because it is on the "needs improvement" list?

- A.** Not right away. Schools will have several years to make improvements before that can happen.

Q. What determines whether a teacher is "highly qualified" and how will I know if my child's teacher's qualifications meet the federal requirements?

- A.** NCLB sets specific criteria for determining whether a teacher meets the federal definition of "highly qualified." In addition to certification, federal definitions will require a college major, master's degree, or passage of an assessment in each subject area taught. Information about teacher qualifications is available on the SDE's website at www.scteasers.org/certsearch/inquiry.cfm. If your child attends a Title I school and is taught four consecutive weeks by a teacher not meeting the criteria of Highly Qualified, the school will send a letter home explaining the teacher's qualifications.

frequently asked questions & answers about HSAP (high school assessment program)

The following questions and answers about HSAP were developed and recently updated by the Office of Assessment at the State Department of Education. Additional HSAP information is available at www.myschools.com

Q. What is the HSAP?

- A.** The High School Assessment Program (HSAP) is South Carolina's high school exit examination and consists of English language arts (ELA) and mathematics tests.

Q. What is the purpose of the HSAP?

- A.** Beginning with the graduating class of 2006, students must obtain the required number of units and receive a passing score (level 2 or higher) on the ELA **and** mathematics tests to receive a South Carolina high school diploma.

Q. What are some other purposes for the HSAP scores?

- A.** Student scores are combined and reported at the school and district levels on the South Carolina report cards and for Adequate Yearly Progress (AYP) reporting to the federal government.

Q. What is a passing score?

- A.** There are four achievement level scores (levels 1, 2, 3, and 4) for both ELA and mathematics. A student must score at level 2 or higher on each test to meet the graduation requirement; however, the percentage of students scoring at level 3 or above is the target for the South Carolina report cards and for AYP.

Q. What options do students have if they do not pass the HSAP?

- A.** Students who score at level 1 on the ELA and/or mathematics tests retake the test(s) they did not pass. Students have multiple opportunities to pass the HSAP tests.

Q. How do the HSAP requirements apply to students with disabilities or limited English proficiency?

- A.** Students with disabilities may use testing accommodations and modifications that are specified in their Individualized Education Programs (IEPs) or 504 Accommodations Plans. Students with limited English proficiency may use testing accommodations. Allowable accommodations and modifications are described in the *HSAP Test Administration Manual* available on the State Department of Education's (SDE's) Web site. Students who meet the state criteria for alternate assessments will take the High School Assessment Program-Alternate Assessment (HSAP-Alt), also described on the Web site.

Q. How much time do students have to take the HSAP tests?

- A.** HSAP tests are given in three sessions: two sessions for English language arts and one for mathematics. Students must complete each test session by the end of the school day.

Q. What types of items are on the ELA test?

- A.**
- *Multiple-choice items* – Each item has four options. Items assess content in Reading, Writing, and Research.
 - *Constructed-response items* – Students write responses to reading items. One lined page is provided for the each response, and only that page will be scored. The student does not have to fill the page to get a top score.
 - *Extended-response items* – Students generate a longer response to a writing topic. Three lined pages are provided for the response. The student does not have to fill all three pages to get a top score, but should write enough to demonstrate his or her best writing.

Q. What is assessed on the ELA test?

- A.** The ELA test is based on the South Carolina curriculum standards. Copies of parent-friendly curriculum standards are available on the South Carolina Education Oversight Committee's Information for Parents link at www.sceoc.org. Full text versions of the standards are available on the SDE's Web site.

Reading

- The student integrates various cues and strategies to comprehend what he or she reads.
- The student uses knowledge of the purposes, structures, and elements of writing to analyze and interpret text.
- The student applies knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and uses them correctly.

Writing

- The student uses a process approach to write for a variety of purposes.

Research

- The student selects a topic for exploration, gather information from a variety of sources, and uses a variety of strategies to prepare and present the information.

Q. What types of items are on the mathematics test?

- A.**
- *Multiple-choice items* – Each item has four options. Items assess Number and Operations, Algebra, Measurement and Geometry, and Data Analysis and Probability.
 - *Integrated-response items* – Items are designed to integrate

the expectations of Number and Operations, Algebra, Measurement and Geometry, and Data Analysis and Probability. Students must show their work and/or write an explanation to support their answers.

Q. What is assessed on the mathematics test?

- A.** Mathematics expectations are based on the South Carolina curriculum standards. Copies of parent-friendly curriculum standards are available on the South Carolina Education Oversight Committee's Information for Parents link at www.sceoc.org. Full text versions of the standards are available on the SDE's Web site.

Number and Operations

- Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- Compute with rational numbers, and make reasonable estimates in applied situations.

Algebra

- Understand and apply patterns, relations, and functions.
- Represent, analyze, and model situations using mathematical structures and algebraic symbols.

Measurement and Geometry

- Apply appropriate techniques, tools, and formulas to determine measurements and solve problems.
- Analyze characteristics and properties of two- and three-dimensional geometric shapes, understand geometric relationships, and apply spatial relationships using coordinate geometry.

Data Analysis and Probability

- Use appropriate statistical methods to analyze data and apply basic concepts of probability.

Integrated Response Items

- Use the process standards of problem solving, communication, representations, and connections to apply a solution strategy and communicate and represent the results.

Q. What are some test-taking skills for students?

- A.**
- Focus on one question at a time during testing.
 - Read the directions and questions carefully.
 - Try to answer all questions.
 - Skip a question if you don't know the answer. Come back to the question(s) after you finish the rest of the test.
 - Realize that easier and more difficult questions are scattered throughout the test. Do not be discouraged if you find some of the first questions on the test are difficult.
 - Go back and check your answers when you finish.

frequently asked questions & answers about PACT

The following questions and answers about the Palmetto Achievement Challenge Test (PACT) were developed through a project among the State Department of Education, the South Carolina Chapter of the National School Public Relations Association and the South Carolina School Boards Association. They were recently updated by the SDE's Office of Assessment.

Q. What is PACT?

A. The South Carolina Palmetto Achievement Challenge Tests (PACT) are part of an accountability system to measure student performance on the educational standards in core academic areas. The PACT includes tests in English Language Arts (ELA), mathematics, science, and social studies and is administered to students in grades three through eight.

Q. What is the purpose of PACT?

A. PACT is part of a comprehensive approach to measure student, school, and district performance. The tests are based on South Carolina's curriculum standards. Each school has a copy of these standards for all grades, and they are available to parents. Expectations are being raised so that our students can successfully compete in the global, knowledge-based economy of the future.

Q. What types of test items are on the PACT?

A. The items on the science and social studies tests are multiple-choice only. The mathematics and ELA tests contain multiple-choice and constructed-response items. The ELA tests also include one extended writing item. Constructed-response items require students to write their answers. The extended writing item requires a longer response, such as a story or composition. More detailed information about the types and numbers of items on each test can be found on the Department of Education web page.

Q. How are PACT scores reported to students and parents?

A. PACT results provide a total scale score and performance level for each test. For ELA, students also receive a performance level for reading and writing. The writing performance level reflects the combination of the student scores on the extended writing item plus the points received on multiple-choice and/or constructed-response items measuring writing. The extended writing responses are scored for content and development, organization, voice, and conventions. For voice, the highest score is 3; for all other domains, the highest score is 4.

Four performance levels were established to reflect the knowledge and skills exhibited by students on the PACT: Advanced, Proficient, Basic, and Below Basic. Definitions of the PACT performance levels are:

Advanced: The student exceeded expectations for student

performance based on the curriculum standards.

Proficient: The student has met expectations for student performance based on the curriculum standards.

Basic: The student has met minimum expectations for student performance based on the curriculum standards.

Below Basic: The student has not met minimum expectations for student performance based on the curriculum standards.

Q. What happens if a student scores Below Basic on the PACT?

A. The EAA (S.C. Code Ann. §59-18-500) (Supp. 1999) requires that schools develop individual Academic Plans for Students (APS) for those students in grades 3-8 who score Below Basic on the PACT.

Q. What are Academic Plans for Students (APS)?

A. These are written plans to outline assistance that will be provided to help students who scored Below Basic. The plans are developed through a conference with the parents or guardians, teachers, and school administrators. They outline what help the school will provide to the student and specific actions the parents and students can take to help the students become proficient.

Q. What does a student's PACT score report tell me?

A. The PACT results are useful in describing student performance in large curricular areas, but additional assessment at the classroom level is necessary for a more complete understanding of student performance on more specific curricular components. Users of the PACT results should remember that test data constitute a single source of information that should be used in conjunction with other relevant information to evaluate student achievement and progress.

Q. What if my child's PACT scores are low but his/her grades have always been high?

A. If a student performs well in school but his or her PACT scores are unsatisfactory, the parents should meet with the child's teachers or the principal of the school to discuss the student's performance.

Q. As a parent, what can I do to help my child?

A. Parents can do many things to help their children succeed. Read to your child and let your child see you reading. Make sure your child attends school regularly. Talk often with your child's teacher either in person, by telephone, or some other means. Monitor your child's homework and progress at school. Become involved in school activities such as parent/teacher associations or organizations. Make sure your child gets plenty of rest and a well-balanced diet every day. Provide a quiet, comfortable place for studying at home. Encourage your child to take challenging

courses. Let your child know that you believe doing his or her best in school is important.

Q. What resources are available to assist teachers with PACT?

- A.** The South Carolina Department of Education provides an assortment of aids to support classroom teachers. The Office of Assessment website provides links to the state curriculum standards for each subject and grade, the test blueprints, PACT test results, and PACT cut scores for each grade-level and subject, as well as more technical documentation regarding PACT development and reliability and validity evidence. Teachers have access to the PACT User's Guide, a document that explains the score reports.

Released PACT test items are available on the website for ELA, mathematics, science, and social studies.

The MENTOR program, a CD mailed to each principal, provides examples of student responses on PACT constructed-response and extended writing items, showing how each of these responses have been scored.

frequently asked questions about the increase in rigor

Beginning with the 2004 report card, the rigor of the absolute performance ratings increased by one-tenth of a point. The rigor continues to increase an additional one-tenth of a point each year, on a five-point scale. The system is designed to encourage and reward continuous improvement in South Carolina's public schools.

Q. Why is the rigor increasing?

A. The system is designed to encourage and reward continuous improvement in South Carolina's public schools. The ratings system and the increased expectations place value on every child and use the results of the system to leverage change in policies, programs, and practices.

Q. How is the index calculated?

A. The absolute performance index is calculated by assigning point values to each student's scores and calculating the average. The index scale ranges from one to five.

Q. How is the index changed into a rating?

A. The values for school indices are distributed among the ratings categories with the highest values earning a rating of Excellent and the lowest values earning a rating of Unsatisfactory.

Q. What was the initial expectation?

A. When the rating system was established in fall 2000, the numerical average index for schools in the state was assigned the rating of Average. The next ratings were set at .75 and 1.5 standard deviations away from the numerical average of simulated school indices using the 2000 test data. The ratings were published first in 2001, with an initial expectation set at the prior year's performance levels.

Q. Why did the rigor not increase in 2002 and 2003?

A. When the ratings were set in 2000, educators asked for the increase to be delayed so that schools would have adequate opportunity (three full academic years) to implement changes in teaching and learning so that their students would meet the increased expectations.

Q. Has the state supported those changes?

A. The General Assembly has funded professional development, technical assistance and lottery-based grant programs to support the changes. For the 2005-2006 school year, the General Assembly provided over \$123 million to support the Education Accountability Act programs and another \$84 million in other supporting programs.

Q. How does the increase in rigor align with the expectations of *No Child Left Behind*?

A. The accountability ratings system is structured so that in 2010 a school rated excellent has a performance level equal to an average student score of proficient. The goal of No Child Left Behind is that every student score at the proficient level by 2014.

Q. How does the increase in rigor fit with the improvement ratings?

A. To earn an average improvement rating, schools must have a gain of between one and two-tenths (rounded from hundredths). The rigor of the absolute rating increases one-tenth of a point each year.

Q. Is it reasonable and fair?

A. Yes. It would be unfair to fail to provide students with the level of knowledge and skills they need to be successful in their lives and work.

Q. Is there an increase in rigor in the calculation of the improvement rating?

A. No. The calculation of the improvement rating is not impacted.

Q. Is student performance on science and social studies included in the rating?

A. In 2005, student performance on science and social studies assessments was included in the absolute and improvement ratings. The weighting for Science and Social Studies will increase each year (5 percentage points per year) until the target weightings are achieved in 2006-2007.

Q. Can South Carolina achieve these goals?

A. Without a doubt – but these goals require change in how we (as parents and educators) use student time, the ways in which we allocate funds and personnel, and the expectations we have of our schools. We have begun many of these changes and are seeing improvements. For example,

- Students have made significant improvements in statewide PACT testing, with gains across all grade levels, subjects, and demographic groups.
- Since 2000, SAT scores in South Carolina have increased 20 points as compared to a slight increase within that time period for the nation.

- In the 2006 national report card "Quality Counts," published by the respected magazine *Education Week*, South Carolina was one of only eight states to receive an A for its efforts to raise standards and accountability, ranking third overall in the nation.
- On the National Assessment of Educational Progress (NAEP), the most recent results from 2005 show steady improvement, most notably in math and science.
- South Carolina ranks third in the nation in the number of teachers certified by the prestigious National Board for Professional Teaching Standards.



[Insert Name of School / District Here]

Understanding The Annual South Carolina School Report Card



2010 Shared Goal

South Carolina's student achievement will be ranked in the top half of the states nationally.

To achieve this goal, we must become one of the five fastest improving systems in the country.



Where Are We Now?

- **NAEP 2005 results show steady improvement, most notably in mathematics and science.**
- **The achievement gap is narrowing between white and Hispanic students in every subject except for Science.**
- **Since 2000, the SAT scores in SC have increased 27 points, compared to the national average of 9 points.**
- **The 2005 PACT results reveal an increase in all subject areas - English Language Arts, Mathematics, Social Studies, and Science.**



Components of South Carolina's Education Accountability System

- Curriculum Standards
- Assessments
- Public Reporting
- Professional Development and
Technical Assistance
- Rewards and Interventions



Purposes of the Report Card

- Information about the school performance
- Assist in addressing strengths and weaknesses
- Recognize high-performing and improving schools
- Evaluate and focus resources on low-performing schools



Basic Facts

- Sent to schools by Nov. 1
- Distributed to parents by Nov. 15
- Advertised in the local newspaper within 45 days
- Communications tool to showcase strengths, focus resources to improve weaknesses, and recognize high-performing and improving schools



Types of Report Cards

- Primary schools
- Elementary schools
- Middle schools
- High schools
- Career and technology centers
- School districts
- SC special schools



Report Card Components

- General information
- Performance ratings and AYP notification
- Standardized test results
- School profile information
- Principal & SIC narrative
- Survey results



General Information

Grades: 6-8

Enrollment: 761

Principal:

George Washington 803-123-4567

Superintendent:

Dr. Marcus Welby 803-123-4567

District Board Chairman:

Susan B. Anthony 803-123-4567

- School name
- Enrollment
- Grade levels
- Contact information
- Web sites for more information



Performance Ratings & AYP

Two Ratings:

- Absolute Rating
- Improvement Rating

AYP (NCLB):

- # of Targets Met

Rating Terms:

- Excellent
- Good
- Average
- Below average
- Unsatisfactory

Standardized Test Results

No Name District

2101999

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2005		Eligibility for LIFE Scholarship*		Graduation Rate		Met State Objective			
	n	%	n	%	n	%				
All students	771	92.1%	806	17.4%	984	66.0%				
Gender										
Male	384	92.7%	385	21.0%	518	61.8%				
Female	381	91.6%	421	14.0%	466	70.6%				
Racial/Ethnic Group										
White	404	97.3%	400	28.7%	458	77.3%				
African American	336	86.0%	370	3.5%	490	54.9%				
Asian/Pacific Islander	18	100.0%	23	34.8%	20	80.0%				
Hispanic	4	I/S	8	I/S	11	63.6%				
American Indian/Alaskan	1	I/S	1	I/S	2	I/S				
American Indian/Alaskan	1	I/S	1	I/S	2	I/S				
Disability Status										
Not disabled	713	93.3%	734	18.9%	855	70.8%				
Disabilities other than speech	58	77.6%	72	1.4%	129	34.1%				
Migrant Status										
Migrant	N/A	N/A	0	N/A	N/A	N/A				
Non-migrant	753	92.3%	806	17.4%	N/A	N/A				
English Proficiency										
Limited English proficient	1	I/S	3	I/S	3	I/S				
Non-LEP	750	92.4%	803	17.4%	981	66.1%				
Socio-Economic Status										
Subsidized meals	212	86.8%	200	15.0%	339	52.5%				
Full-pay meals	541	94.5%	606	18.2%	645	73.0%				
* Using only the SAT/ACT and grade point average requirements n = number of students on which percentage is calculated										
EXAM PASSAGE RATE BY SPRING 2005										
Percent	Our District		Districts with Students like Ours							
	92.1%		94.4%							
GRADUATION RATE										
Number of Students	Our District		Districts with Students like Ours							
Number of Diplomas	984		716							
Rate	66.0%		71.4%							
2004-05 COLLEGE ADMISSIONS TESTS										
SAT	Verbal		Math		Total					
	2004	2005	2004	2005	2004	2005				
District	473	470	468	474	941	944				
State	491	494	495	499	986	993				
Nation	508	508	518	520	1026	1028				
ACT	English		Math		Reading		Science		Total	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
District	19.0	18.8	19.2	19.0	20.1	19.9	19.7	19.6	19.6	19.5
State	18.8	18.8	19.1	19.3	19.0	19.6	19.3	19.3	19.3	19.4
Nation	20.4	20.4	20.7	20.7	21.3	21.3	20.9	20.9	20.9	20.9
Abbreviations for Missing Data										
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample										

- Pie charts & Tabular Format
- Disaggregated by student demographic groups
- Disaggregated by grade levels
- Compared to Schools/Districts with Students Like Ours

Profile Information

No Name District		2/01/99	
DISTRICT PROFILE			
	Our District	Change from Last Year	Districts With Students Like Ours Median District
Students (n=14,324)			
First graders who attended full-day kindergarten	93.7%	Down from 97.2%	98.2% 98.6%
Retention rate	6.4%	Down from 6.9%	5.4% 5.4%
Attendance rate	95.8%	Up from 95.4%	96.0% 95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%	Up from 4.0%	4.5% 4.9%
Students with disabilities other than speech taking PACT	4.3%	Up from 4.0%	4.4% 4.4%
(Math) off grade level	8.3%	Up from 8.0%	15.6% 10.9%
Eligible for gifted and talented	N/A	N/A	N/A N/A
On academic plans	N/A	N/A	N/A N/A
On academic probation	N/A	N/A	N/A N/A
With disabilities other than speech	11.9%	Up from 11.7%	11.9% 11.2%
Older than usual for grade	6.6%	Down from 6.9%	4.4% 5.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 3.3%	1.3% 1.2%
Enrolled in AP/IB programs	20.7%	Up from 17.0%	9.6% 9.7%
Successful on AP/IB exams	50.2%	Down from 56.3%	50.2% 51.2%
Enrolled in adult education GED or diploma programs	460	Up from 441	250 158
Completions in adult education GED or diploma programs	135	Up from 96	45 37
Annual dropout rate	2.9%	Down from 4.0%	3.5% 2.9%
Teachers (n=1,008)			
Teachers with advanced degrees	48.8%	Up from 47.7%	50.2% 51.4%
Continuing contract teachers	85.0%	Down from 87.0%	82.6% 81.0%
Highly qualified teachers	84.4%	Down from 89.2%	91.6% 92.0%
Teachers with emergency or provisional certificates	6.0%	Up from 5.5%	4.0% 5.1%
Teachers returning from previous year	89.3%	Up from 88.4%	91.2% 90.0%
Teacher attendance rate	96.2%	Up from 95.2%	94.9% 95.0%
Average teacher salary	\$40,512	Up 2.4%	\$41,448 \$41,286
Vacancies for more than nine weeks	2.5%	Up from 1.6%	0.1% 0.4%
Prof. development days/teacher	12.6 days	Up from 10.9 days	13.8 days 14.9 days
District			
Superintendent's years at district	7.0	Up from 6.0	4.0 4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 23.8 to 1	20.9 to 1 20.6 to 1
Prime instructional time	91.1%	Up from 89.7%	89.2% 89.2%
Dollars spent per pupil	\$6,867	Up 4.7%	\$7,426 \$7,434
Percent of expenditures for teacher salaries*	57.9%	Down from 59.4%	55.8% 54.5%
Opportunities in the arts	Excellent	No change	Excellent Excellent
Parents attending conferences	99.0%	Up from 95.9%	98.4% 97.0%
Number of schools	20	No change	14 8
Number of magnet schools	0	No change	0 0
Number of charter schools	0	No change	0 0
Number of alternative schools	0	No change	0 0
Portable classrooms	10.5%	Up from 8.9%	3.6% 4.2%
Average age in years of school facilities	30	Up from 29	27 27
Number of schools with SACS accreditation	20	No change	14 8
Average administrator salary	\$64,058	Up 3.1%	\$68,699 \$68,699
* Prior year audited financial data are reported.			
	Our District	State	
Highly qualified teachers in low poverty schools	84.2%	89.4%	
Highly qualified teachers in high poverty schools	86.9%	90.1%	
	State Objective	Met State Objective	
Highly qualified teachers	65.0%	Yes	
Student attendance rate	95.3%	Yes	
Abbreviations for Missing Data			
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample			

- Students
- Staff
- School programs
- Compared to Schools/Districts with Students Like Ours and state median



Narrative

PRINCIPAL'S SCHOOL IMPROVEMENT COUNCIL REPORT

This has been a great year at No Name Elementary. Our students performed well academically and artistically. They engaged in a number of service activities and set an example for students in other schools in our community. Among our accomplishments are the following:

- The Odyssey of the Mind team scored first in the district and second in the state competitions;
- Our students earned 23 awards in the State Fair competition;
- Four strings students were chosen for the district orchestra and
- The school won DHEC's Friend of the Environment Award for its ecology program.

Our teachers worked very hard this year too. We renewed our 10-year accreditation with the Southern Association of Colleges and Schools, and more of our teachers were able to attend professional development activities and served on several district committees. We completed the five-year school renewal plan.

Five teachers completed their master's degrees. Paul Forrest was selected Teacher of the Year for the school. He is competing for the district honor this spring.

We also appreciate a great PTO and School Improvement Council. The PTO raised funds for the after school homework center that the School Improvement Council felt was needed. Students who attended the homework center showed the greatest improvement on PACT assessments.

No Name Elementary is more than a place. It is a community, and we are glad you are part of it.

- Showcases accomplishments and plans to address any barriers



Survey Results

- Survey results by teachers, students and parents

EVALUATIONS BY TEACHERS, STUDENTS AND PARENTS

	Teachers	Students*	Parents*
Number of Surveys Returned	15	77	20
% satisfied w/learning environment	97.0	90.9	93.0
% satisfied with social & physical environment	85.0	86.0	85.3
% satisfied w/home-school relations	97.0	92.0	80.3



Questions?



SC's Accountability System

- ALL children can achieve
- Increase in rigor - higher academic standards for students and schools
- Each school and school district is accountable for every student
- The 2010 Goal
- More students scoring proficient



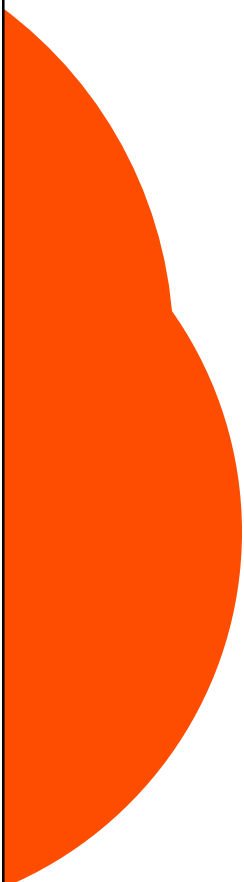
Adequate Yearly Progress (AYP)

- Added to NCLB legislation in 2002
- Communicates whether a school met or did not meet annual target requirements for student performance and participation rates.
- Ratings are lowered one level for schools and districts with an Absolute Rating of Good or Excellent and do not meet AYP for the category, “*all* students.”



Five Rating Terms

- ***Excellent*** – Performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.
- ***Good*** – Performance exceeds the standards for progress toward the 2010 SC Performance Goal.
- ***Average*** – Performance meets the standards for progress toward the 2010 SC Performance Goal.
- ***Below Average*** – In jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.
- ***Unsatisfactory*** – Performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

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The Criteria and Calculations for Absolute Rating & Improvement Rating

***(Primary Schools - Schools
with grades 2 or below)***

Primary School Ratings



- ***Absolute Rating*** - School's level of performance on measures of research-based factors associated with student success during the school year on which the report card is based.
- ***Improvement Rating*** - School's progress toward attaining and/or maintaining higher levels of performance on measures of research-based factors associated with student success from year to year.



Rating Criteria

Criterion	Points Assigned				
	5	4	3	2	1
Student Attendance	98% or greater	96-97.99%	94-95.99%	92-93.99%	Less than 92%
Pupil - Teacher Ratio	21 or less	22-25	26-30	31-32	Greater than 32
Parent Involvement	90% or more	75-89 %	60-74%	30-59%	29% or less
External Accreditation	NAEYC or Montessori	SDE and SACS-early childhood	SDE	Conducting self-study	Not pursuing accreditation
Professional Development	More than 1.5 days	1 to 1.5 days	1 day	.5 to .9 day	Less than .5 day



Future Rating Criteria

***Criterion to be added for publication in 2007
school and district report cards***

- Prime instructional time, the percentage of teachers with advanced degrees, and the percentage of teachers returning from previous years will be *added* to the existing calculation of the ratings. Student attendance will **no longer** be factored into the calculation of the ratings.
- The utilization of ECERS, originally scheduled to begin in 2005, was eliminated by a proviso in the General Appropriations Act.



Rating Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9

*** School must meet AYP for the category, “all students.”**



Sample Absolute Rating Calculation

Student Attendance is 92%	2 points
Student-Teacher Ratio is 26 to 1	3 points
Parent Involvement is 65%	3 points
External Accreditation from SDE	3 points
Professional Development is .5 day	2 points
Total Points	13 points divided by 5 (number of criteria)

Index = 2.6

Absolute Rating: Below Average

Note: This school's index of 2.6 is a Below Average Absolute Rating through the year 2007. From 2008 through 2014, a 2.6 index becomes Unsatisfactory.

Met AYP for all students? Yes/No. If this school's index had been an Excellent or Good Rating, AYP must be met for all students to maintain the rating. If AYP is not met for all students, the Excellent or Good Rating decreases one level from Excellent to Good or from Good to Average.



Sample Improvement Rating Calculation

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Absolute Rating Index for School Year: **2.4**
Absolute Rating Index for the Prior School Year: **- 2.2**
Difference = **0.2**

Improvement Rating: Average

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The Criteria and Calculations for Absolute Rating & Improvement Rating

***(Elementary & Middle Schools –
Grades 3-8)***

Elementary and Middle School Ratings



- ***Absolute Rating*** - Percentage of students meeting standards on the state's standards-based assessment PACT or Palmetto Achievement Challenge Test during the school year on which the report card is based.
- ***Improvement Rating*** - Progress of longitudinally-matched, individual student data comparing current PACT scores to the previous year's for the purpose of determining student academic growth.



Absolute Rating Criteria

Assigned Points for Student Performance on PACT:

Advanced	5 points
Proficient	4 points
Basic	3 points
Below Basic 2	2 points
Below Basic 1	1 point

(The Below Basic score category is split into two subcategories: Below Basic 2 and Below Basic 1 to measure improvement among low scoring students.)

Test scores for students who should be tested but were not are assigned a point of 0.

Phase-in of Science and Social Studies

Phase-In of PACT Science and Social Studies Grades 3-8 Absolute Ratings

Year	Elementary Schools				Middle Schools			
	ELA	Math	Science	Social Studies	ELA	Math	Science	Social Studies
2004-2005	40%	40%	10%	10%	35%	35%	15%	15%
2005-2006	35%	35%	15%	15%	30%	30%	20%	20%
2006-2007 and beyond	30%	30%	20%	20%	25%	25%	25%	25%



Rating Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9

*** School must meet AYP criteria for the category, “*all* students.”**

Sample Absolute Rating Calculation

Elementary School

Subject Area	Score Category	No. of scores	Score Category	Points	Points
English/Language Arts					
	Advanced	27	X	5	= 135
	Proficient	35	X	4	= 140
	Basic	110	X	3	= 330
	Below Basic 2	42	X	2	= 84
	Below Basic 1	17	X	1	= 17
	Not Tested	<u>5</u>	X	0	= <u>0</u>

Total No. of scores = 236* Sum of weighted scores = 706

***Two Limited English Proficient (LEP) students not tested with PACT ELA based on federal guidelines.**

Sample Absolute Rating Calculation

Elementary School - continued

Subject Area	Score Category	No. of scores	Score Category Points	Points
Mathematics				
	Advanced	20	X	5 = 100
	Proficient	32	X	4 = 128
	Basic	120	X	3 = 360
	Below Basic 2	39	X	2 = 78
	Below Basic 1	22	X	1 = 22
	Not Tested	<u>5</u>	X	0 = <u>0</u>
Total No. of scores		=	238	Sum of weighted scores = 688

Sample Absolute Rating Calculation

Elementary School - continued

Subject Area	Score Category	No. of scores	Score Category	Points	Points
Science					
	Advanced	10	X	5	= 50
	Proficient	25	X	4	= 100
	Basic	110	X	3	= 330
	Below Basic 2	52	X	2	= 104
	Below Basic 1	36	X	1	= 36
	Not Tested	<u>5</u>	X	0	= <u>0</u>
Total No. of scores		=	238	Sum of weighted scores	= 620

Sample Absolute Rating Calculation

Elementary School - continued

Subject Area	Score Category	No. of scores	Score Category	Points
Social Studies				
	Advanced	25	X	5 = 125
	Proficient	37	X	4 = 148
	Basic	112	X	3 = 336
	Below Basic 2	40	X	2 = 80
	Below Basic 1	19	X	1 = 19
	Not Tested	<u>5</u>	X	0 = <u>0</u>
Total No. of scores		=	238	Sum of weighted scores = 708

Sample Absolute Rating Calculation

Elementary School - continued

Test	Sum of Point Scores	÷	Number of Students Tested	Subject Area Absolute Index
ELA	706	÷	236	=2.9915
Mathematics	688	÷	238	= 2.8907
Science	620	÷	238	= 2.6050
Social Studies	708	÷	238	= 2.9747

Test	Subject Area Absolute Index	X	Elementary School Test Weight for 2006	
ELA	2.9915	X	.35	=2.9915
Mathematics	2.8907	X	.35	= 2.8907
Science	2.6050	X	.15	= 2.6050
Social Studies	2.9747	X	.15	= 2.9747
Sum of Weighted Indexes:				2.8956



Sample Absolute Rating Calculation ***Elementary School - continued***

Sum of Weighted Indexes: 2.8956

Rounded: 2.9

Absolute Rating in 2006: Average

- **Note:** This school's index of 2.9 corresponds to an Average Absolute Rating for the year 2006. From 2007 to 2010, a 2.9 index becomes Below Average.



Improvement Rating Calculation

Calculated like the Absolute Ratings *except*:

- The calculation of the absolute index is calculated by summing and averaging the appropriate point weights corresponding to each student's ELA, Math, Science, and Social Studies PACT score. The point weights are located in tables on pages 21-24 of the *2005-2006 Accountability Manual*.
- The subject area weights used to calculate the Improvement Rating index are *not* phased-in and they are as follows:

Year	Elementary Schools (Grades 3-6)				Middle Schools (Grades 6-9)			
	ELA	Math	Science	Social Studies	ELA	Math	Science	Social Studies
2005-2005 and beyond	30%	30%	20%	20%	25%	25%	25%	25%



Sample Improvement Rating Calculation

Subtract the difference to determine Improvement Rating Index.

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

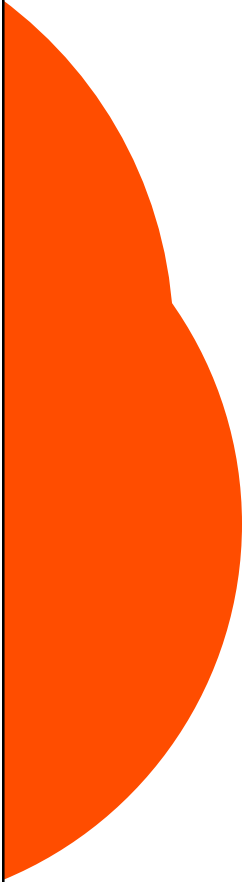
Index for current school year: 3.134

Index for the prior school year: - 3.62

Difference = 0.32

Rounded to the nearest tenth of a point 0.3

Improvement Rating: Unsatisfactory

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The Criteria and Calculations for Absolute Rating & Improvement Rating (High Schools)

High School Ratings



- ***Absolute Rating*** - Level of performance on measures of high school student success during the school year on which the report is based. Measures are longitudinal Exit Examination performance, percentage of seniors qualifying for LIFE scholarships to a four-year institution, first attempt HSAP performance and Graduation Rate.

- ***Improvement Rating*** - Progress of cohorts of students toward attaining and/or maintaining higher levels of performance on measures of student success from year to year. Measures are the same as in the Absolute Rating, with improvement measured by calculating the gain in performance from the prior school year.

Rating Criteria

Criterion (% is the weighting factor)	Points Assigned				
	5	4	3	2	1
Longitudinal Exit Exam Passage Rate (30%)	100% (5 x .3 = 1.5 pts)	97.5 - 99.9% (4 x .3 = 1.2 pts)	90.7 - 97.4% (3 x .3 = 0.9 pts)	87.3 - 90.6% (2 x .3 = 0.6 pts)	Below 87.3% (1 x .3 = 0.3 p ts)
First Attempt HSAP Passage Rate (20%)	62.9% or more (5 x .2 = 1.0 pts)	53.7 -62.8 % (4 x .2 = 0.8 pts)	37.4 -53.6% (3 x .2 = 0.6 pts)	26.7 -37.3 % (2 x .2 = 0.4 pts)	Below 26.7 % (1 x .2 = 0.2 pts)
Eligibility for LIFE Scholarships (20%)	38.6% or more (5 x .2 = 1.0 pts)	28.7 - 38.5% (4 x .2 = 0.8 pts)	8.9 - 28.6% (3 x .2 = 0.6 pts)	4.0 - 8.8% (2 x .2 = 0.4 pts)	Below 4.0% (1 x .2 = 0.2 pts)
Graduation Rate (30%)	88.3% or more (5 x .3 = 1.5 pts)	79.6 - 88.2% (4 x .3 = 1.2 pts)	62.2 – 79.5% (3 x .3 = 0.9 pts)	53.5 – 62.1% (2 x .3 = 0.6 pts)	Below 53.5% (1 x .3 = 0.3 pts)



High School Rating Changes

Beginning in 2006-2007, End-of-Course test results will replace LIFE scholarship eligibility in the calculation of the ratings.



Ratings Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above	3.1-3.4	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9

*** School must meet AYP criteria for the category, “all students”, in each subject area and for percent tested**



Sample Absolute Rating Calculation

92% Longitudinal Exit Exam:	0.9 points
64% First Attempt HSAP Passage Rate:	0.6 points
25% Seniors Qualifying LIFE Scholarships:	0.6 points
70% Graduation Rate:	<u>0.9 points</u>

sum = 3.0 Index

Absolute Rating: Average

Note: This school's index of 3.0 is an Average Absolute Rating through 2007. From 2008 - 2010, a 3.0 index becomes Below Average.

Since this school's index of 3.0 is an Average Absolute Rating, the rating cannot be lowered if the school did not meet AYP for the category, "all students."



Sample Improvement Rating Calculation

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Absolute Rating Index for School Year for which
report card is based:

2.44

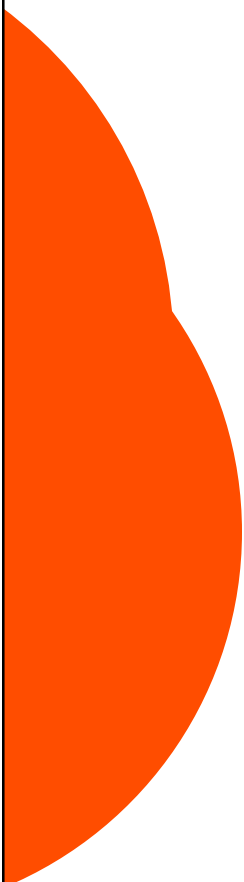
Absolute Rating Index for the Prior School Year:

- 2.22

Difference = **0.22**

Rounds to **0.2**

Improvement Rating: Average

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The Criteria and Calculations for Absolute Rating & Improvement Rating (Career/Technology Centers)

Career/Tech School Ratings



- **Absolute Rating** - Level of performance on measures of career technology student success during the school year on which the report card is based. Measures are percentages of students mastering core competencies or certification requirements in courses, graduation and placement rates.

- **Improvement Rating** - Progress of cohorts of students toward attaining and/or maintaining higher levels of performance on measures of student success from year to year. Measures are the same as in the Absolute Rating.

The rating criteria for career/technology centers will be reviewed in 2006-2007.



Rating Criteria

Criterion (Weighting factor)	Points Assigned				
	5	4	3	2	1
Mastery (weighted x 5)	86 % or more (5 x 5 = 25 pts)	78-85 % (4 x 5 = 20 pts)	70-77% (3 x 5 = 15 pts)	62-69% (2 x 5 = 10 pts)	61 % or below (1 x 5 = 5 pts)
Graduation (weighted x 2.5)	97% or more (5 x 2.5 = 12.5 pts)	92-96 % (4 x 2.5 = 10 pts)	87-91% (3 x 2.5 = 7.5 pts)	82-86% (2 x 2.5 = 5 pts)	81% or below (1 x 2.5 = 2.5 pts)
Placement (weighted x 2.5)	98 % or more (5 x 2.5 = 12.5 pts)	95-97 % (4 x 2.5 = 10 pts)	92-94 % (3 x 2.5 = 7.5 pts)	89-91 % (2 x 2.5 = 5 pts)	88 % or below (1 x 2.5 = 2.5 pts)



Ratings Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above	3.1-3.4	2.7-3.0	2.3-2.6	Below 2.3*
2005	3.6 and above	3.2-3.5	2.8-3.1	2.4-2.7	Below 2.4*
2006	3.7 and above	3.3-3.6	2.9-3.2	2.5-2.8	Below 2.5*
2007	3.8 and above	3.4-3.7	3.0-3.3	2.6-2.9	Below 2.6*
2008	3.9 and above	3.5-3.8	3.1-3.4	2.7-3.0	Below 2.7*
2009	4.0 and above	3.6-3.9	3.2-3.5	2.8-3.1	Below 2.8*
2010	4.1 and above	3.7-4.0	3.3-3.6	2.9-3.2	Below 2.9*

* Centers with Unsatisfactory ratings will NOT meet AYP.



Sample Absolute Rating Calculation

78% of Students Exhibiting Mastery	=	20 points
97% of 12 th Graders Graduating	=	+12.5 points
73 % Placement Rate	=	<u>+2.5 points</u>
Total points	=	35 points
Divided by 10		÷ 10 (weights)

Index = 3.5

Absolute Rating: Good

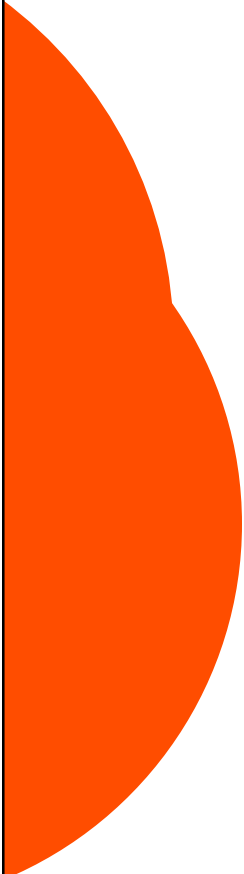
Note: This center's index of 3.5 is a Good Absolute Rating through 2008. From 2009 to 2012, a 3.5 index becomes Average, and from 2013 to 2014, it becomes Below Average.



Sample Improvement Rating Calculation

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less

Absolute Rating Index for School Year for which report card is based:	2.44
Absolute Rating Index for the Prior School Year:	- 2.22
Difference =	0.22
Rounds to:	0.2
Improvement Rating:	Average



The Criteria and Calculations for Absolute Rating & Improvement Rating (School Districts)

School District Ratings



- ***Absolute Rating*** - Level of performance of all district schools on measures of student success during the school year on which the report card is based.
- ***Improvement Rating*** - Progress of all schools in the district toward attaining and/or maintaining higher levels of performance on measures of student success from prior year to year on which report card is based.



Charter School Districts

- H. 3010, which was ratified in April 2006, establishes that the performance of charter schools must be included in the overall performance ratings of the South Carolina Public Charter School District.
- The performance of students attending a charter school authorized by a local school district must be reflected on a separate line on the school district's report card and must not be included in the overall performance ratings of the local school district.



Rating Criteria

**Criteria used to calculate ratings for
elementary and middle schools:**

*PACT performance of students in
grades 3 - 8*



Rating Criteria

Criteria used to calculate ratings for high schools (grades 9-12):

Criterion	Points Assigned				
	5	4	3	2	1
First-attempt HSAP Passage Rate	92.9% or more	83.1–92.8%	63.7–83.0 %	53.9–63.6 %	Below 53.9%
End of Course Test Results	77.2% or more	65.6–77.1%	42.4–65.5 %	30.8–42.3 %	Below 30.8%
4- year Graduation Rate	93.6% or more	85.2–93.5%	68.2–85.1 %	59.7–68.1 %	Below 59.7%



Rating Criteria

Weights for Components of District Ratings

District Rating Component	Weight for Calculating Rating
Elementary and Middle School Component	
PACT Assessments, Grades 3-8	60%
High School Components:	
Four-year Graduation Rate	30%
HSAP First Attempt Passage Rate	5%
End of Course Test Results	5%
Total	100%



Rating Indices

Year	Range of Indices Corresponding to Absolute Rating				
	Excellent	Good	Average	Below Average	Unsatisfactory
2004	3.5 and above*	3.1-3.4*	2.7-3.0	2.3-2.6	Below 2.3
2005	3.6 and above*	3.2-3.5*	2.8-3.1	2.4-2.7	Below 2.4
2006	3.7 and above*	3.3-3.6*	2.9-3.2	2.5-2.8	Below 2.5
2007	3.8 and above*	3.4-3.7*	3.0-3.3	2.6-2.9	Below 2.6
2008	3.9 and above*	3.5-3.8*	3.1-3.4	2.7-3.0	Below 2.7
2009	4.0 and above*	3.6-3.9*	3.2-3.5	2.8-3.1	Below 2.8
2010	4.1 and above*	3.7-4.0*	3.3-3.6	2.9-3.2	Below 2.9

* School district must meet AYP criteria for the category, “all students”, in each subject area and for percent tested.



Sample Absolute Rating Calculation

School Level	Measure	Performance Level	Points Assigned		Weight		Weighted Index Points
Elementary/ Middle	PACT Grades 3-8	2.92	2.92	X	0.60	=	1.752
High School	HSAP 1 st Attempt	79.4%	3	X	0.05	=	0.150
	End of Course Tests	70.2%	4	X	0.05	=	0.200
	4-year Graduation Rate	81.3%	3	X	0.30	=	0.900
District Index							3.002

District index rounded to the nearest percentage: 3.0
Absolute Rating: *Average*



District Improvement Rating Calculation

Step 1: Calculate an index for the current year and the previous year using the same criteria and formulas for calculating the improvement ratings for students in grades 3-8 and for high school students.



District Improvement Rating Calculation

Step 2: Subtract the district index for the prior year from the index for the current year and round the result to the nearest tenth. The difference is the Improvement index, which corresponds to a resulting Improvement rating.

Rating	Improvement Index
Excellent	0.4 or greater
Good	0.3
Average	0.1-0.2
Below Average	0.0
Unsatisfactory	-0.1 or less